



The GETS Scale of English

Qualifications and Assessments International (QAI) is UK's private international awarding body created with a mission *to provide pathways to future readiness and prosperity in the 4th Industrial Age through assessment and credentialing of learning*; and a vision *to help turn challenges into opportunities with acquisition and certification of knowledge skills*.

QAI offers:

- Assessments (*Standardised and Bespoke*)
- Badges and Certification for Skills, Independent and Prior learning
- Consulting Services
- Frameworks and Benchmarks (*for assessments, qualifications and certification*)
- Future Readiness Solutions (*Benchmarking and Improvement*)
- Qualifications (*Academic, Professional, Teaching and Customised*)

QAI works with schools, colleges, universities, industry and government to provide high quality, flexible solutions that are relevant, fit-for-purpose and that map to global standards.

QAI develops and provides updated, Future Readiness Indices and Frameworks to fulfil its mission. It also offers a range of consulting, support services and comprehensive improvement programmes to assist individuals and educational institutions become leaders in the 21st century.

QAI is the leader in credentialing of learning including certifying prior learning and independent learning with assessments and academic badges.

QAI qualifications and assessments are developed in consultation with specialists from various sectors, employers and other user groups. All qualifications and

assessments are up to date as they are reviewed and revised from time to time so that they include current trends and reflect the changing needs of the world. This helps attain the objective of creating professionals for the 21st century.

QAI programmes and assessments are available worldwide through a network of 'QAI Approved Centres'.

QAI is a modern and technology-driven awarding body that has invested into technology-based learning solutions: Learning Management System (LMS), QAI online – a Centre Management System including portfolio management, Online Examination System – a secure computer/internet based testing platform with automated and live proctoring, and an online marking facility. QAI also owns a secure, video-based one-to-one speaking/interview platform. It continues to invest in upgrading the platform, with customisation for use on mobile and handheld devices.

The GETS suite of assessments, the GETS trademark and the GETS Scale of English is owned by QAI, UK.

In this document, reference to third party material is made in good faith and QAI does not take responsibility for any material, which may be subject to changes. Information available in the public domain may have been used for the purpose of formulating and communicating the spirit of the learning outcomes and other related processes including reading resources such as books, journals, magazines, websites, videos etc. The content in this document is a creation of specialists currently associated with QAI, in different capacities.

All material in this publication is copyright.

© Qualifications and Assessments International Ltd., 2020

Introduction

This document introduces and explains the GETS Scale of English, its ‘can-do statements’ as well as its alignment with other frameworks.

The GETS Scale of English has been developed in collaboration with English language assessment professionals, trainers of English (both native and non-native) from around the world and professionals associated with some of the world’s leading English language assessments.

The GETS Scale of English is inspired by and uses references from the CEFR (*Common European Framework of Reference*), EAQUALS (*European Association for Quality Language Services*) and the Pearson’s Global Scale of English and hereby acknowledges these frameworks.

GETS Scale of English

The GETS Scale of English is a framework that benchmarks the achievement of an individual user across Listening, Reading, Writing and Speaking. It is aligned to the CEFR (*Common European Framework of Reference*) levels A2 to C2 (refer to Figure 2).

The GETS Scale of English is developed as a ten-level framework; GETS Level 1 to 10. It provides clear ‘can-do’ descriptions at each level and for each language skill of Listening, Reading, Writing and Speaking.

The GETS Levels are calculated based upon the GETS Scores achieved by a test taker in a GETS test. The GETS scores range from 0 to 140.

The GETS Scale of English is used as a benchmark for marking and standardising the GETS suite of tests.

Using the GETS Scale of English

The GETS Scale of English provides an accurate and standardised score of an individual along with a clear description of the ability of the individual by way of ‘Can-Do’ Statements.

It provides end-users of the test (institutions, governments & immigration agencies, employers, teachers and trainers) information that helps in ascertaining the level mapped against global standards. This helps trainers in developing suitable language development and improvement programmes.

The representation of each skill along with a descriptor of abilities for each skill separately, at different levels, also help the receiving institutions get valuable information on specific skills and abilities that they may need to focus on.

Individual grades presented on a standardised framework help the receiving institutions and bodies define their acceptability levels and any minimum levels that they may like to define for particular purposes.

GETS Scale of English and CEFR

The GETS Scale of English is mapped to the CEFR (*Common European Framework of Reference*) and covers the full range i.e., A1, A2, B1, B2, C1 and C2.

Research has been undertaken by QAI, UK which included an extensive trialling of test takers' scores and performances across different GETS assessments at different levels.

This was followed by reviewing the responses of test takers (over 15,000 test trials, across 12 countries), and where possible comparing the performance of the same test taker with that in other tests at similar difficulty level.

The Figure below (*Figure 1*) explains GETS scores, converted to GETS level and their mapping to CEFR.

Figure 1

GETS Score	GETS Scale	CEFR Mapping
126 – 140	Level 10	C2
116 – 125	Level 9	C1
101 – 115	Level 8	
90 – 100	Level 7	B2
75 – 89	Level 6	
65 – 74	Level 5	B1
50 – 64	Level 4	
40 – 49	Level 3	A2
25 – 39	Level 2	
1 – 24	Level 1	A1
0	Unclassified	

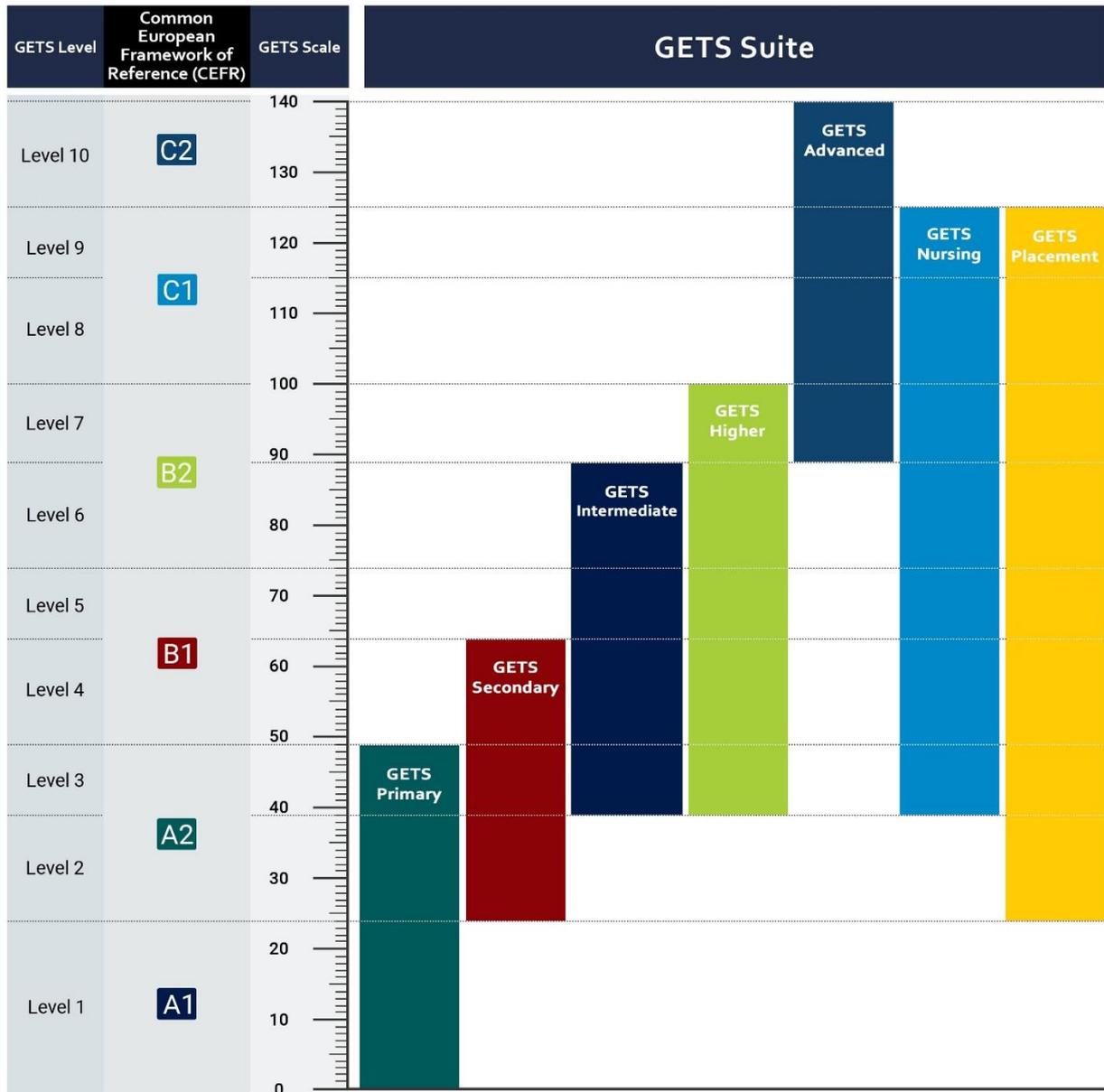
GETS Suite of Assessments and GETS Scale of English

The GETS suite of assessments that include,

- GETS Placement
- GETS Higher
- GETS Advanced
- GETS Nursing
- GETS Smart
- GETS Primary
- GETS Secondary
- GETS Intermediate

and they are aligned to the GETS Scale of English that is mapped to the CEFR.

Figure 2



The GETS Scale of English

Can do Descriptors

Listening – *can do* descriptors

GETS Level 1

Can understand everyday expressions delivered directly to her/him in very slow, carefully articulated and repeated speech which may include long pauses for her/him to assimilate meaning.

Can understand when people are talking about themselves and their families if they speak very slowly and clearly, using simple words.

GETS Level 2

Can understand phrases and expressions related to areas of most immediate priority provided speech is clearly and slowly articulated and s(he) can ask for repetition or reformulation from time to time.

Can understand simple information and short conversations about family, people, work, hobbies and daily life, provided that people speak slowly and clearly.

GETS Level 3

Can understand enough of what people say to be able to meet immediate needs, provided speech is clearly and slowly articulated.

Can generally identify changes in the topic of a discussion which is conducted slowly and clearly.

Can understand short, simple stories when these are told clearly and slowly.

GETS Level 4

Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, and leisure etc. including short narratives.

Can follow clearly spoken, straightforward short talks and the main points of discussion on familiar topics in everyday situations but may need help in understanding details.

GETS Level 5

Can understand straightforward factual information about common every day or job-related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.

Can follow a clearly structured lecture or talk on familiar study or work-related topics and can generally follow the main points of extended discussion if people speak clearly.

Listening – *can do* descriptors..... contd.

GETS Level 6

Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect.

Can follow the essentials of lectures, talks and reports and other forms of complex academic or professional presentation in her/his own field.

Can with some effort understand much of what is said around her/him but may find it difficult to understand a discussion between several speakers who do not modify their language in any way.

GETS Level 7

Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life.

Can follow lectures and presentations in her/his own field, even if the organisation and language are both complex. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influences the ability to understand.

GETS Level 8

Can understand enough to follow extended speech on abstract and complex topics beyond her/his own field, though (s)he may need to confirm occasional details, especially if the accent is unfamiliar.

Can follow most lectures, discussions and debates with relative ease, even when they are not clearly structured and when relationships are only implied and not signalled explicitly. Can infer opinions in a linguistically complex presentation or lecture in her/his field of specialisation.

Can follow complex arguments on unfamiliar topics.

GETS Level 9

Can easily follow complex discussions on abstract and unfamiliar topics. Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts.

Can follow with relative ease, presentations on abstract and complex topics outside her/his field of interest.

Can understand the details and implied meaning in extended and linguistically complex presentations or lectures.

Can understand any native speaker interlocutor, given the opportunity to occasionally confirm something, especially if the accent or dialect is non-standard and unfamiliar.

Listening – *can do* descriptors..... *contd.*

GETS Level 10

Can understand with ease virtually any kind of spoken language, whether live or broadcast, delivered at fast natural speed.

Can follow linguistically complex lectures and presentations employing colloquialism, idiomatic language, regional usage, or unfamiliar terminology.

Can understand in detail discussions on abstract and complex topics among speakers with a variety of accents and dialects. Can identify the sociocultural implications of most of the language used in colloquial discussions that take place at a natural speed.

Reading – *can do* descriptors

GETS Level 1

Can understand very short, simple texts, a single phrase at a time, picking up familiar names, words and basic phrases and re-reading as required.

Can understand simple forms and information about people (place of residence, age, etc.) in a text if there is visual support.

GETS Level 2

Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.

Can understand the main points in short, simple news items and descriptions provided s(he) already knows something about the subject.

GETS Level 3

Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency every day or job-related language.

Can understand the main points in short newspaper or magazine stories, especially when they are illustrated.

GETS Level 4

Can generally understand straightforward factual texts on topics of personal or professional interest.

Can understand the main points in short newspaper and magazine articles about current and familiar topics.

GETS Level 5

Can understand straightforward texts on subjects of personal or professional interest.

Can identify the main conclusions, though not necessarily all the details, in texts which clearly argue a point of view.

Reading – *can do* descriptors..... contd.

GETS Level 6

Can read with a large degree of independence, using dictionaries and other reference sources selectively when necessary. Has a fairly broad active reading vocabulary but may experience some difficulty with low-frequency idioms.

Can understand articles, reports and reviews in which the writers express specific points of view.

GETS Level 7

Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes. Has a broad active reading vocabulary and can understand in detail texts within her/his field of interest or speciality.

Can understand specialised articles outside her/his own field if s(he) occasionally checks with a dictionary.

GETS Level 8

Can understand in detail lengthy, complex texts, both within and outside her/his own field, provided (s)he can reread difficult sections.

Can understand complex texts where stated opinions and implied points of view are discussed.

Can understand lengthy, complex manuals, instructions and contracts in her/his own field.

Can understand any correspondence given the occasional use of a dictionary.

GETS Level 9

Can understand in detail lengthy, complex texts in her/his own field without needing to reread.

Can understand complex manuals and contracts even within unfamiliar fields provided (s)he can reread difficult sections.

Can understand complex reports, analyses and commentaries in which opinions, viewpoints and connections are discussed, recognizing contradictions, inconsistencies, or illogical arguments.

Can understand any formal or informal correspondence.

GETS Level 10

Can understand virtually all forms of the written language including a wide range of long abstract and structurally or linguistically complex texts, even outside his/her area of specialisation.

Can understand complex reports, manuals and contracts, including finer shades of meaning and differentiation, plus issues that are implied rather than stated.

Can understand specialised, formal correspondence on a complex topic.

Writing – *can do* descriptors

GETS Level 1

Can write simple sentences about her/himself, for example where s(he) lives and what s(he) does.

Can write a short, simple postcard, for example sending holiday greetings, where s(he) is, how the weather is and her/his feelings about the holiday.

GETS Level 2

Can write about her/himself (information about family, school, job, hobbies, etc.) using simple language.

Can write a very simple personal letter, for example thanking someone for something or writing a postcard or a message to make or change an invitation or an appointment to meet.

Can write a short message to friends to give them personal news or to ask them a question.

Can link ideas with simple connectors like *and*, *but* and *so*.

GETS Level 3

Can write short, simple notes and messages relating to matters in areas of immediate need (people, places, job, school, family, hobbies, etc.) to people s(he) knows well.

Can write messages, short letters and emails making arrangements or giving reasons for changing them.

Can write a series of simple phrases and sentences linked with very simple connectors like *first*, *then*, *so* and *because*.

GETS Level 4

Can write short, comprehensible, connected texts on familiar subjects.

Can link a series of short phrases into a connected sequence of points.

Can write personal emails or messages to friends or colleagues, relating news, giving or asking for simple information and describing experiences and impressions.

Can write very brief reports which pass on routine factual information on current or familiar topics.

Writing – *can do* descriptors..... contd.

GETS Level 5

Can write straightforward connected texts on a range of familiar subjects within her/his field of interest, by linking series of shorter discrete elements into a linear sequence.

Can write about a variety of familiar subjects, comparing and contrasting different opinions, well enough for others to follow the presentation or argument.

Can write letters and emails describing her/his experience and feelings.

GETS Level 6

Can write at length about topical issues, even though complex concepts may be oversimplified.

Can write a paper giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options.

Can express news, views and feelings in correspondence, and respond to those of the other person.

Can link ideas into clear, well-organised text, although may not always do this smoothly so there may be some “jumps” or gaps in the logical flow.

GETS Level 7

Can use a range of language to express abstract ideas as well as topical subjects.

Can write a paper developing her/his argument with appropriate highlighting of significant points and relevant supporting detail.

Can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent’s news and views.

Can use a variety of linking words effectively to mark clearly the relationships between ideas.

GETS Level 8

Can write clear, well-structured texts on complex topics in an appropriate style with good grammatical control.

Can present points of view in a paper, developing an argument, highlighting the most important points, and supporting her/his reasoning with examples. Can use persuasive techniques appropriately in academic writing.

Can express oneself clearly and appropriately in personal correspondence, describing experiences, feelings and reactions in depth.

Writing – *can do* descriptors..... contd.**GETS Level 9**

Can write clear, well-structured texts on complex topics, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion.

Can write clear, well-structured texts which show a high degree of grammatical correctness and can vary vocabulary and style according to the addressee, the kind of text and the topic.

Can express oneself with clarity and precision in correspondence.

GETS Level 10

Can write clear, smoothly flowing, complex texts in an appropriate and effective style and a logical structure which helps the reader to find significant points.

Can create complex reports, proposals, articles or essays and set out multiple perspectives on complex academic or professional topics, whilst following the appropriate conventions throughout.

Can write clear, well-structured complex letters in an appropriate style and express oneself in a consciously ironical, ambiguous and humorous way.

Speaking – *can do* descriptors

GETS Level 1

Can speak in very short phrases and isolated words. Has a very basic repertoire of words and simple phrases about family and personal details, and simple everyday situations.

Can describe her/himself, what s(he) does, what s(he) likes/dislikes and where s(he) lives.

Can use simple words to describe something, for example its size, shape or colour.

GETS Level 2

Can make her/himself understood with short, simple phrases but often needs to reformulate or repeat more clearly. Has enough vocabulary to communicate in simple everyday situations.

Can describe her/his education, present or last job and can explain why s(he) likes or dislikes something.

Can give basic information about something s(he) knows well, for example a country, a sports team, a band, etc., provided there is time to prepare.

GETS Level 3

Can participate in a longer conversation about familiar topics, but often needs to stop and think or start again in a different way. Has enough vocabulary for familiar everyday situations and topics but needs to search for words and sometimes must simplify what s(he) says.

Can describe a job or a study experience; can describe past activities, events and personal experiences (e.g., what s(he) did at the weekend or on holiday).

Can describe plans, arrangements and alternatives and if given time to prepare, can briefly explain and give reasons for her/his actions and plans.

GETS Level 4

Can keep a conversation going, but sometimes has to pause to plan and correct what s(he) is saying. Knows enough vocabulary to talk about her/his family, hobbies and interests, work, travel, news and current events.

Can talk in detail about her/his experiences, feelings, reactions and can briefly explain and justify her/his opinions.

Speaking – *can do* descriptors..... *contd.*

GETS Level 5

Can express her/himself relatively easily when talking freely and keep the conversation going effectively without help, despite a few pauses to plan and correct what s(he) is saying. Has a sufficient range of language to describe unusual and predictable situations and to express her/his thoughts on abstract or cultural as well as everyday topics, such as music and films, making the main points clear.

Can express her/his feelings about her/his experiences and explain why s(he) felt that way.

Can develop an argument well enough to be followed without difficulty most of the time.

GETS Level 6

Can produce stretches of language with a fairly even tempo; although can be hesitant when searching for expressions and there may be occasional pauses. Has a sufficient range of vocabulary to vary formulation and avoid repetition when presenting a topical issue in a critical manner and weighing up the advantages and disadvantages of various options.

Can develop a clear argument, linking ideas logically and expanding and supporting her/his points with appropriate examples.

Can give clear, detailed descriptions and presentations on a wide range of subjects related to her/his field of interest.

GETS Level 7

Can communicate fluently and spontaneously, even when talking at length about complex subjects, without much sign of having to restrict what s(he) wants to say.

Can give clear, well-structured descriptions and presentations on a wide range of subjects related to her/his interests, expanding and supporting her/his main points with relevant supporting detail and examples.

Can develop an argument systematically, highlighting significant points and including supporting detail where necessary.

GETS Level 8

Can give clear, well-structured and detailed descriptions of complex subjects.

Can develop an argument systematically in well-structured speech, highlighting significant points, and concluding appropriately.

Can give a clear, well-structured presentation on a complex subject in her/his field, expanding and supporting points of view with appropriate reasons and examples.

Can express oneself fluently and appropriately, adopting a level of formality appropriate to the circumstances and the relationship to the audience.

Speaking – *can do* descriptors..... *contd.*

GETS Level 9

Can give clear, detailed descriptions and presentations on complex subjects, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.

Can confidently put forward a systematically developed argument, taking account of the audience's perspective, evaluating areas of ambiguity, and selecting appropriate supporting examples.

Can give a clear, well-structured presentation of a complex subject, expanding and supporting points of view with reasons and relevant examples.

Has a good understanding of humour, irony and implicit cultural references.

GETS Level 10

Can produce clear, smoothly flowing well-structured speech with an effective logical structure which helps the recipient to notice and remember significant points.

Can present a complex topic confidently and articulately to an audience unfamiliar with it, structuring and adapting the talk flexibly to meet the audience's needs. Can convey finer shades of meaning precisely in order to give emphasis and to eliminate ambiguity by accurately using a wide range of modification devices.

Can employ irony and understatement in an appropriate manner.

References

- British Council/EAQUALS (2010). *Core Inventory for General English*. London: British Council and EAQUALS.
- Council of Europe (2001). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. Cambridge: Cambridge University Press.
- EAQUALS (2008). *European Association for Quality Language Services bank of descriptors*. London: EAQUALS.
- Galaczi, E D. and ffrench, A. (2007). 'Developing revised assessment scales for Main Suite and BEC Speaking tests', *Research Notes*, vol. 30, pp. 28-31.
- GSE (2015). *Global Scale of English Learning Objectives for Academic English*. Pearson Education Ltd. London: Pearson.
- GSE (2015). *Global Scale of English Learning Objectives for Adult Learners*. Pearson Education Ltd. London: Pearson.
- Khalifa, H. and Wier, C J. (2009). 'Examining Reading: Research and practice in assessing second language speaking', *Studies in Language Testing*, vol. 29. Cambridge: UCLES/Cambridge University Press.
- North, B. (2000). *The Development of a Common Framework Scale of Language Proficiency*. New York: Peter Lang.

Contact

Vantage Siam Co., Ltd.

16-15/1873 Sena Center
Phaholyothin Road, Ladyao,
Chatujak, Bangkok 10900

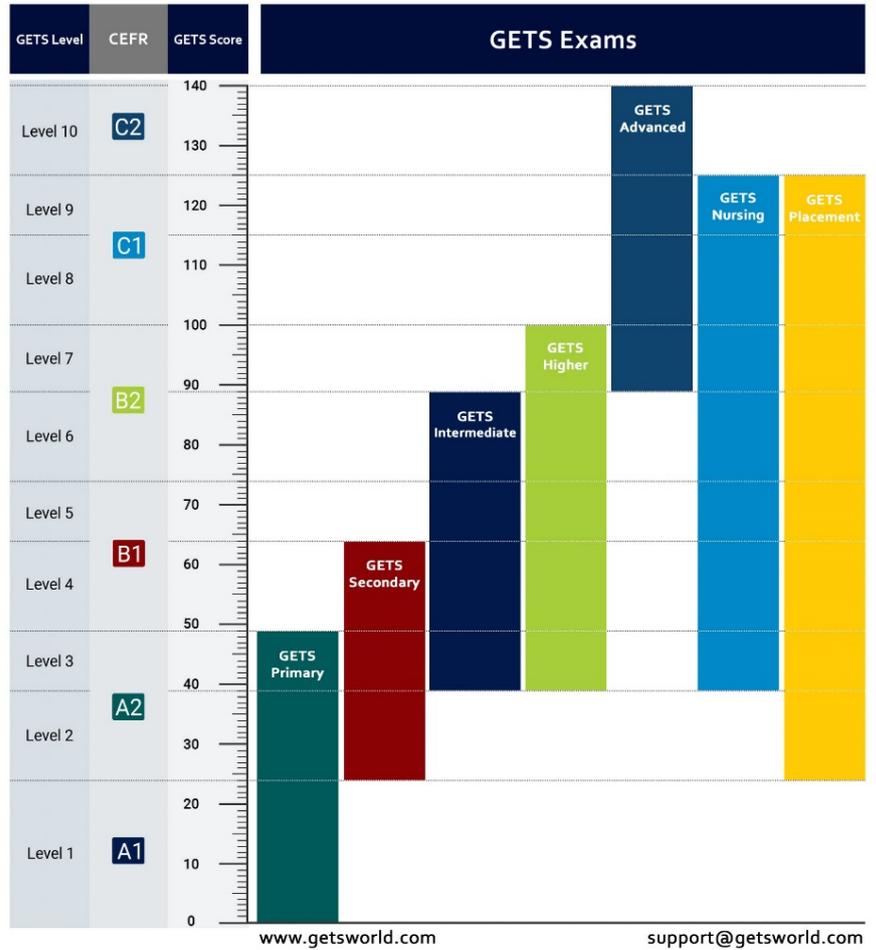
Tel: 02-511-3516

Email: info@vantage-siam.com

Website: www.englishatvantage.com

The GETS Scale of English at a glance.

A quick guide to help you understand how GETS Exams are developed on the GETS Scale of English and how the scores align to CEFR (Common European Framework of Reference)



GETS Professional Level Exams



GETS Placement



GETS Higher



GETS Advanced



GETS Nursing