

ESL and ESP Proficiency Descriptors Aligned with CEFR Scale

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CEFR Standards Chart According to StartUp Series

GSE	10	20	30	40	50	60	70	80	90	
Level 8										
Level 7										
Level 6										
Level 5										
Level 4										
Level 3										
Level 2										
Level 1										
CEFR	<A1	A1	A2	A2+	B1	B1+	B2	B2+	C1	C2

Proficiency Descriptors for ESL courses:

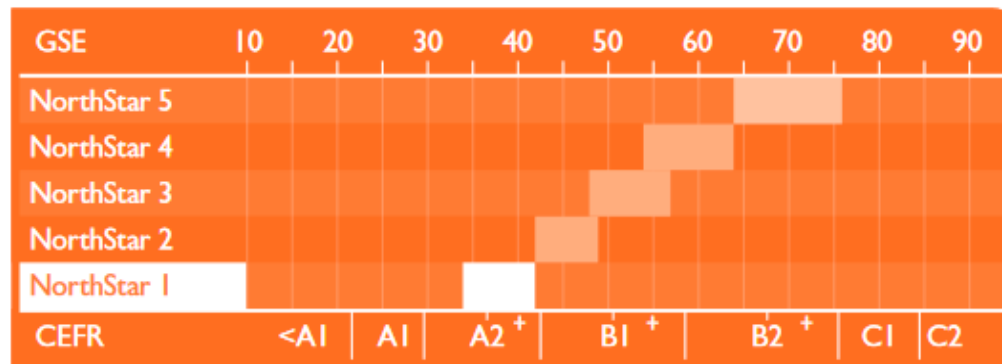
Textbook Title: "StartUp Beginner"

Proficiency Descriptors (SLOs):

- Can recognize simple informal greetings.
- Can understand simple, everyday conversations if conducted slowly and clearly.
- Can recognize familiar names, words and very basic phrases on simple notices.
- Can ask for repetition and clarification when they don't understand, using basic fixed expressions.
- Can greet people, ask how they are and react to news.
- Can make an introduction and use basic greeting and leave-taking expressions.

- Can use brief, everyday expressions to describe wants and needs, and request information.
- Can talk about everyday things (e.g. people, places, job, study) in a basic way.
- Can ask and answer simple questions about things they have in a limited way.
- Can introduce themselves, their hobbies and interests in a basic way.
- Can complete simple forms with basic personal details.

NorthStar Textbook Series CEFR Alignment Chart



Proficiency Descriptors (SLOs):

NorthStar-1

- Can follow the main points in a simple audio recording, if provided with written supporting material.
- Can understand simple factual titles and headlines relating to common events.
- Can give simple opinions using basic fixed expressions.
- Can use brief, everyday expressions to ask for and give personal details.
- Can ask and answer questions about what they do at work and in their free time.
- Can communicate in routine tasks requiring simple, direct exchanges of information.
- Can initiate, maintain and close simple, restricted face-to-face conversations.
- Can give an extended description of everyday topics (e.g. people, places, experiences).

NorthStar-2

- Can predict the content of a simple academic text, using headings, images, and captions.
- Can make basic inferences or predictions about text content from headings, titles or headlines.
- Can generally understand straightforward factual texts on familiar topics.
- Can extract relevant details in everyday letters, brochures and short official documents.
- Can derive the probable meaning of simple unknown words from short, familiar contexts.
- Can generally understand details of events, feelings and wishes in letters, emails and online postings.
- Can predict the content of a simple academic text, using headings, images, and captions.

- Can express belief, opinion, agreement and disagreement politely.
- Can carry out a prepared structured interview with some spontaneous follow-up questions.
- Can write simple informal emails/letters and online postings giving news or opinions.
- Can write short, basic descriptions of places, people or things.
- Can write a basic paragraph containing a topic sentence and related details, if provided with a model.
- Can write a basic letter of application with limited supporting details.

NorthStar-3

- Can predict the content of a simple academic text, using headings, images, and captions.
- Can guess the meaning of an unfamiliar word from context.
- Can predict the content of a simple academic text, using headings, images, and captions.
- Can identify the main topic and related ideas in a structured text.
- Can distinguish between the main idea and related ideas in a simple academic text in order to answer specific questions.
- Can make simple inferences based on information given in a short article.
- Can derive the probable meaning of simple unknown words from short, familiar contexts.
- Can identify the main topic and related ideas in a structured text.
- Can synthesise information from two or more basic texts, if guided by questions.
- Can synthesise information from two or more basic texts, if guided by questions.
- Can effectively participate in a classroom discussion about an academic topic.
- Can write about experiences, feelings and reactions in a simple connected text.
- Can write descriptions of past events, activities, or personal experiences.
- Can use appropriate outlines to organise ideas.
- Can write a strong topic sentence within a clear paragraph.
- Can support a main idea with examples and reasons.
- Can edit and improve a simple text.
- Can summarise factual information within their field of interest.
- Can write a brief standard report conveying factual information, stating reasons for actions.

NorthStar-4

- Can recognise inferred meaning in a structured text, if guided by questions.
- Can make inferences or predictions about the content of newspaper and magazine articles from headings, titles or headlines.
- Can distinguish between the main idea and related ideas in a simple academic text in order to answer specific questions.
- Can scan a long text or a set of related texts in order to find specific information.
- Can recognise inferred meaning in a structured text, if guided by questions.
- Can guess the meaning of an unfamiliar word from context.
- Can identify the main conclusions in a text that presents and contrasts arguments in a clearly signalled way.
- Can understand the use of quotes in an academic text.
- Can synthesise information from two or more basic texts, if guided by questions.

- Can summarise and give opinions on issues and stories and answer questions in detail.
- Can respond to ideas and suggestions in informal discussions.
- Can use appropriate outlines to organise ideas.
- Can take notes of key points during a talk on a familiar topic, if delivered clearly.
- Can write a strong topic sentence within a clear paragraph.
- Can write a strong topic sentence within a clear paragraph.
- Can write an essay in response to a specific question, if provided with a model.

Northstar-5

- Can understand the main points of complex academic/professional presentations.
- Can distinguish between main ideas and supporting details in a linguistically complex presentation or lecture.
- Can recognise emphasis through intonation and stress.
- Can distinguish between fact and opinion in a linguistically complex presentation or lecture.
- Can understand main points and check comprehension by using contextual clues.
- Can recognise emphasis through intonation and stress.
- Reading Can take effective notes on a linguistically complex and unfamiliar text.
- Can research a topic by reading linguistically complex academic texts.
- Can justify and sustain views clearly by providing relevant explanations and arguments.
- Can speculate about causes, consequences, hypothetical situations.
- Can develop an argument giving reasons in support of or against a particular point of view.
- Can justify and sustain views clearly by providing relevant explanations and arguments.
- Can explain information in detail in graphs and charts.
- Can effectively and appropriately challenge ideas in an academic discussion.
- Can compare the advantages and disadvantages of possible approaches and solutions to an issue or problem.
- Can discuss findings from a research study.
- Can give a clear, detailed spoken description of how to carry out a procedure.
- Can develop a clear argument with supporting subsidiary points and relevant examples.

Proficiency Descriptors for ESP courses:

Level (According to CEFR)	<p style="text-align: center;">Interpretation of Achievement Scale</p> <p style="text-align: center;">Students who complete this level can:</p>
B-1	<ul style="list-style-type: none"> - Deal with most situations likely to arise whilst travelling in an area where the language is spoken. - Enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events). - Connect phrases in a simple way in order to describe experiences and events, your dreams, hopes and ambitions. - Briefly give reasons and explanations for opinions and plans. - Narrate a story or relate the plot of a book or film and describe your reactions. - Understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. - Write simple connected text on topics which are familiar or of personal interest and personal letters describing experiences and impressions. - Understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear. - Understand texts that consist mainly of high frequency every day or job-related language. - Understand the description of events, feelings and wishes in personal letters.
B-2	<ul style="list-style-type: none"> - Participate in meetings in your area of expertise, if you have help understanding some points. - Discuss gender issues as they relate to perceptions of rudeness and cultural norms. - Talk about your personal finances and give advice to friends and colleagues about their finances. - Talk about your personal and professional lifestyle, including a description of your life at work. - Explain your education, experience, strengths and weaknesses, and discuss your career path. - Talk about mental processes and how you can use them to improve your effectiveness on the job. - Talk about what you like to read and make recommendations about good things to read. - Use appropriate language in social situations, including praising and expressing sympathy. - Discuss leadership qualities and talk about leaders whom you admire. - Deal with relatively complex awkward situations that arise in social and business contexts.

	<ul style="list-style-type: none"> - Discuss common political situations and the behavior of politicians.
C-1	<ul style="list-style-type: none"> - Discuss in detail issues related to success, including building a motivated, successful team. - Talk in some detail about your favorite paintings and the architecture of buildings that you like. - Discuss societal problems, possible solutions for problems and what role corporations can play. - Participate in discussions about conservation, sustainability and habitat protection. - Talk about events and issues in the news and how they affect people and companies. - Talk about risks in life, including changing jobs and doing dangerous sports. - Compare and contrast various forms of education and individual schools. - Discuss various types of humor, including subtle forms like sarcasm. - Understand various communication styles, including direct, indirect, formal and informal. - Discuss issues related to your quality of life, including work-life balance and home environment. - Understand and discuss issues related to ethics, like civil disobedience.
C-2	<ul style="list-style-type: none"> - - Discuss issues related to science and technology, including robots and new inventions. - Talk about celebrities, celebrity activism and gossip about celebrities. - Use a variety of techniques for promoting creativity in your speech and writing. - Discuss financial planning and give and understand advice about personal finance. - Talk about stress in your life and the lives of friends and colleagues. - Discuss techniques for doing research on a wide range of topics.