

CIEP Proficiency Scale

CIEP Level	CIEP Proficiency Indicators
CIEP I IELTS – 0-3 TOEFL – 0-30 CEFR – A1-A2 Duolingo – <60 TOEFL PBT – 0-393	Students completing CIEP I will be able to... Write unified paragraphs of 8-10 simple and compound sentences organized around a unified topic; produce original sentences using grammar structures with simple present/progressive tenses with SVO sentence order; Wh- questions with Be, simple past of “to be” and regular verbs; note important concepts in short reading and listening tasks; retell events from personal writing, reading and listening tasks; speak about simple, everyday topics with intelligible consonant, and short and long vowel sounds; apply basic language functions in unscripted conversation and oral presentation; read and understand main ideas and details of short, simple readings.
CIEP II IELTS – 3-3.5 TOEFL – 30 -42 CEFR – A2 / B1 Duolingo – 60-70 TOEFL PBT – 397-460	Students completing CIEP II will be able to... Write unified paragraphs of 10-13 simple and compound sentences in several rhetorical styles with topic and concluding sentences; produce original sentences with simple past and future; modals; count vs noncount nouns, Wh- questions, adverbs of manner; superlative; note important concepts in short reading, writing and listening tasks; discriminate between true/false and fact/opinion statements; express opinions and ideas about a conversation, a talk or written text; apply a variety of speaking and discussion with basic language functions in unscripted conversations and oral presentations; speak intelligibly with proper consonant and vowel sounds, word stress, and reductions; understand short speech in routine social situations and express basic needs; demonstrate proficiency in unscripted academic public speaking; read and understand modified texts in relation to academic topics.
CIEP III IELTS – 3.5-4 TOEFL – 42 -60 CEFR – B1 Duolingo – 65-85 TOEFL PBT – 437-493	Students completing CIEP III will be able to... Write unified paragraphs of 14-17 simple and compound sentences in several rhetorical styles with topic and concluding sentences; produce original sentences using simple past, present, future; present and past progressive, time clauses, present perfect/progressive, nouns: quantifiers and articles, gerunds/infinitives, modals, adverbs, adjective order, reflexive and reciprocal pronouns, and coordinating conjunctions; critically analyze and interpret main ideas from paragraphs, articles, lectures, talks and conversations; note important concepts to create or complete lecture/text notes; summarize and paraphrase main ideas, supporting details and conclusions of a text, talk or conversation; identify support of an author’s or speaker’s opinion; identify lecture language to recognize lecture content and organization; express opinions in relation to a conversation, talk or written text; apply a variety of speaking and oral presentation techniques; speak intelligibly with clear consonant and vowel sounds, word stress, sentence stress and reductions; converse in short and slow speech on general topics and usually be understood such as expressing basic needs, daily activities, and preferences; demonstrate proficiency in unscripted academic public speaking in a 3-5-minute presentation; read and understand moderately complex multi-page texts.
CIEP IV IELTS – 4-5 TOEFL – 53-72 CEFR – B2 Duolingo – 80-95 TOEFL PBT – 477-530	Students completing CIEP IV will be able to... Write unified multi-paragraph essays with simple and compound sentences and several rhetorical styles; these have a funnel introduction, thesis, hook, topic sentences, concluding sentence, effective transitions, and solid details and examples; produce original sentences using perfect tenses, reported speech, passive, indirect speech, embedded questions, adjective clauses, phrasal verbs, and modals; compile appropriate, research material related to the assignment using vetted library resources; paraphrase main ideas, supporting details and conclusions from a text, lecture or talk; relate class topics to personal experience; integrate ideas and concepts from a variety of sources; take and revise lecture notes, e.g., identifying main and supporting ideas of a 7- to 10-minute authentic lecture; participate effectively in academic small group discussions using negotiating, seeking and giving help and clarification, and discussing class topics; demonstrate proficiency in unscripted academic public speaking in a 4- to 6-minute presentation; read and understand slightly adapted and academic texts.
CIEP V IELTS – 5.5-6.0 TOEFL – 65-78 CEFR – B2-C1 Duolingo – 85-99 TOEFL PBT – 513-547	Students completing CIEP V will be able to... Write unified multi-paragraph essays logically divided paragraphs, simple and compound sentences and using logical division, comparison/contrast, argumentation or cause/effect using a funnel introduction, thesis, hook, topic sentences, concluding sentence, effective transitions, details and examples; write longer paragraphs of more than 10 complex, compound and simple sentences; show mastery of sentences with perfect tenses, reported speech, passive voice, indirect speech, noun clauses with embedded questions, adjective clauses, so, too, neither etc., phrasal verbs, and modals; compile appropriate, research material using vetted library resources integrating ideas and concepts from those sources; cite outside sources while avoiding plagiarizing by using accepted citations conventions with in-text citations and a list of references; relate topics from texts, lectures, talks and research to personal experience; take and revise lecture notes: identifying main ideas, supporting sentences and details, and conclusion of a 10-minute or longer authentic lecture; participate effectively in discussion using negotiating, seeking and giving help and clarification, and discussing class topics; demonstrate proficiency in unscripted academic public speaking in a 5-7-minute presentation of research essay findings; converse with ease on personal and some academic topics at a general level; read and understand unadapted academic literature.