

CIEP Proficiency Scale and Descriptors – Students who place into level ...				
	Listening/Speaking – One hour/day	Reading – One hour/day	Writing/Grammar – Two hours/day	
B	will learn to express basic situations and basic needs. <input type="checkbox"/>	will learn to read and comprehend texts composed of very short sentences in simple present. <input type="checkbox"/>	can write some personal information, e.g. name, country on a form. <input type="checkbox"/>	demonstrate very little or no background in English grammar. <input type="checkbox"/>
2	express basic needs in isolated words only to respond to simple, direct questions or requests for information. <input type="checkbox"/>	will learn to read and comprehend simple short texts of varying length in simple present up to 300 words. <input type="checkbox"/>	can write 8 to 10 very simple sentences on a personal, everyday topic; fill in simple forms with personal information. <input type="checkbox"/>	can write simple sentences with subject and possessive pronouns, TO BE, HAVE, SVO order. <input type="checkbox"/>
3	understand short speech in routine social situations. They can be understood (with difficulty) and express basic needs. <input type="checkbox"/>	will learn to read and comprehend simple, single to multi-paragraph texts up to 500 words in present, past, and future. <input type="checkbox"/>	can write 4 to 8 basic compound and simple sentences on a single situation or topic using simple present/progressive tenses with SVO sentence order. <input type="checkbox"/>	can write Be and Have, Wh- questions with Be, There is and There are and Present progressive; articles; frequency adverbs, simple past of "to be" and regular verbs. <input type="checkbox"/>
4	can comprehend short and slow conversations on general topics. They can usually be understood and express basic needs, daily activities, and preferences. <input type="checkbox"/>	will learn to read and comprehend moderately complex, general interest texts up to 800 words. <input type="checkbox"/>	can write 6 to 10 compound and simple sentences in a single controlled topic; can write paragraphs with a simple topic sentence, consistent organization, consistent tense and transitions. <input type="checkbox"/>	show mastery of sentences with simple past, simple future, modals of ability. Count and non-count nouns, questions with Whose and other WH questions, adverbs of manner and the superlative. <input type="checkbox"/>
5	can comprehend short talks/lectures (8 to 15 minutes) and conversations on general and academic topics. They are usually understood and can speak freely about everyday social topics. <input type="checkbox"/>	will learn to read and comprehend complex, general interest and academic texts up to 800 words. <input type="checkbox"/>	can write 8 to 12 compound and simple sentences on a single controlled topic; can write a paragraph with a topic sentence, organization, consistent tense and transitions; shows mastery of sentences with compound and simple sentence structure. <input type="checkbox"/>	can use future time clauses, present/past perfect tenses, gerunds and infinitives, receptive and reflexive pronouns; used to, would, future and past time clauses; gerunds and infinitives, modals of future possibility and phrasal verbs. <input type="checkbox"/>
6	can comprehend short, adapted academic lectures (8 to 15 minutes). They converse with ease on personal and some academic topics at a general level. <input type="checkbox"/>	will learn to read and comprehend multi-page academic and general interest texts with over 800 words of interest to educated adults. <input type="checkbox"/>	can write longer paragraphs of more than 10 complex, compound and simple sentences for different purposes: logical division, comparison/contrast, argumentation and cause/effect; write short narrative essays up to 5 paragraphs; organizes essays with an introduction, two or three body logically divided paragraphs and a concluding paragraph. <i>Students write at the essay level.</i> <input type="checkbox"/>	show mastery of sentences with perfect tenses, present perfect vs. simple past, reported speech, passive, indirect speech, noun clauses with embedded questions, adjective clauses, so, too, neither etc..., phrasal verbs and modals. <i>(Completing this level shows readiness to use grammar at the college level.)</i> <input type="checkbox"/>
7	listen to and take notes during long (8 to 20 minutes), academically rigorous, slightly adapted or unadapted academic lectures spoken at the normal rate of speech. They converse with good control of time and grammar. In formal situations they maintain multi-paragraph length utterances, make statements and cite support for that statement in exams, notes, and speaking. <input type="checkbox"/>	will learn to read and comprehend academic texts of multiple pages (with over 1000 words) from general areas, show a detailed comprehension of the content and of inferences in the text, and produce organized and complete notes based on readings. <input type="checkbox"/>	show emerging ability to write at the college level; write longer narrative compositions essays of 5 or more paragraphs (2 to 3 typed pages); organize essays with an introduction, two or three body paragraphs which are logically divided and a concluding paragraph; write for different purposes: logical division, argumentation, comparison/contrast and cause/effect; recognizes and avoids plagiarism through proper documentation. <input type="checkbox"/>	show mastery of sentences with noun and adjective clauses, quoted and reported speech, parallel structure, adverb clauses, connectives for cause effect, conditionals, contrast etc., nouns as modifiers and passive <input type="checkbox"/>
E X I T	<i>(Students completing level 7 show readiness to take notes and participate in a college course.)</i> <input type="checkbox"/>	<i>(Students completing level 7 show readiness to read at the college level.)</i> <input type="checkbox"/>	write at the college level; have extensive background in writing with some minor deficiencies; write 5 or more typed pages on a research topic with proper documentation; logically divide and organize a research paper; defend a thesis statement; write a summary of a journal article; recognize and avoid plagiarism; critically reflect on a reading; demonstrates knowledge of the topic through a synthesis of a variety of sources and viewpoints through a short, formal and academic presentation; can utilize basic presentation skills and strategies for effective public speaking; <input type="checkbox"/>	have a satisfactory command of academic English grammar. <i>(Students completing Writing 7 show readiness to write research/term papers at the college level.)</i> <input type="checkbox"/>