

Final Grade Report

SESSION
DATES

NAME

ID

CLASS	INSTRUCTOR	Grade	Absences (# of hours missed)	TARDIES (# of hours missed)
LAB				

Class Notes:

***Please note:** Any grade that is *below* a C grade will be considered failing at the end of the CIEP session. If a student has received a C-, D+, D, D-, or F grade, he or she must retake the level. Students who have failed multiple classes are eligible for probation or dismissal from the program.

Attendance is mandatory for both class and lab. Regular attendance in the CIEP is having 100% attendance in your class and lab time. In the CIEP, if you attend less than 80% of classes and lab time, you will be put on probation. In other words, you are missing 22 hours or more of your lecture class, and/or 7 hours or more of your lab class.

No grade is entered for the lab. Students have one grade for their class. Lab attendance is still required, so teachers record daily attendance.

CIEP Level	CIEP Proficiency Indicators
<p>CIEP I</p> <p>IELTS – 0-3 TOEFL – 0-30 CEFR – A1 Duolingo – <60 TOEFL PBT 0- 393</p>	<p>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 at the A1 level e.g., 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.</p>
<p>CIEP II</p> <p>IELTS – 3-3.5 TOEFL – 30-42 CEFR – A2 / B1 Duolingo – 60- 70 TOEFL PBT 397-460</p>	<p>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.</p>
<p>CIEP III</p> <p>IELTS – 3.5-4 TOEFL – 42 -60 CEFR – B1 Duolingo – 65- 85 TOEFL PBT 437-493</p>	<p>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.</p>
<p>CIEP IV</p> <p>IELTS – 4-5 TOEFL – 53-72 CEFR – B2 Duolingo – 80 - 95 TOEFL PBT 477-530</p>	<p>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, so, too, neither, 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 7-10- 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 4-6-minute presentation; read and understand slightly adapted and academic texts.</p>
<p>CIEP V</p> <p>IELTS – 5.5-6.0 TOEFL – 65 78 CEFR – B2-C1 Duolingo – 85- 99 TOEFL PBT 513-547</p>	<p>Students completing CIEP V will be able to... Write unified multi-paragraph essays of approximately 5 pages with 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, 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 unadopted academic literature.</p>