

## IELC Proficiency Scale

A student who has completed	Description/Interpretation
Graduate	<p>Can understand text structure and organization of long academic texts, identify, summarize, and refute arguments, using appropriate academic jargon and technical terms. Can understand abstracts of academic writing as well as produce his or her own abstract of personal research or the research of others. Can correctly document outside sources for research and edit his or her own written work. Has effective knowledge of register and language appropriateness as well as audience for different situations, especially those related to academia and personal areas of study. Understands reduced language as well as hedging and redundancy. Can present his or her own ideas effectively in formal speaking or spontaneously and can fully understand oral texts.</p>
High Advanced	<p>Can understand both long and short academic texts, both written and oral, to a large extent. Can respond to these texts and more literary texts orally or in writing through summary and quotation or argument with some errors which do not mar comprehensibility. Can express him or herself fluently both on academic and everyday topics without too much searching for words or expressions. Has some knowledge of register and language appropriateness for different kinds of situations. Can produce clear, well-structured texts on ordinary and fairly complex topics following different organizational patterns such as comparison, cause and effect analysis, and argument and persuasion and use source materials to support viewpoints in academically appropriate ways. Uses transitional expressions effectively both when speaking and when writing.</p>
Low Advanced	<p>Can understand the main ideas and most of the supporting ideas in academic texts, whether they are oral or written and explain their relationships to each other. Can also understand clear input on everyday topics such as school, work, and leisure activities. Can participate in discussions of both academic and commonplace texts. Can interact with some fluency when prepared or spontaneously so that native speakers do not have too much difficulty understanding. Can produce simple academic texts on a wide range of subjects and explain personal viewpoint in several different rhetorical styles including comparison and cause and effect. Can describe experiences and events, giving reasons and explanations.</p>
High Intermediate	<p>Can understand sentences and shorter texts, both written and oral, especially commonplace ones, on a variety of topics of immediate relevance (personal information, family information, shopping, traditions and customs related to politeness and/or food, work, etc.) Can communicate in simple exchanges of information about different aspects of ordinary life. Can understand and tell stories, describe places and people, compare topics of daily concern, give directions, etc. Can summarize short texts. Will speak with some hesitation but in a way that is comprehensible to patient native listeners.</p>

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<b>Low Intermediate</b>	Can understand and use familiar everyday expressions about basic needs and experiences of daily life. Understands simplified texts with concrete descriptions about ordinary, routine life. Can introduce him or herself and others. Can ask and answer formulaic questions about personal details such as the place he or she lives, the people he or she knows, and his or her surroundings. Can interact in a simple, practiced way as long as the other person is patient and speaks slowly, clearly, and helpfully.
<b>Beginning</b>	Can read and understand high frequency words, has some awareness of parts of speech, especially of nouns, verbs, and adjectives and their common positions in English sentences. Can follow simplified instructions in textbooks and other everyday texts. Can understand the topic of simple sentences. Uses subjects and verbs in sentences, both in writing and orally with some attention to agreement in present tense. Can use capital letters, periods, and questions marks correctly. Can respond to simple questions about everyday life or simplified texts correctly in writing or orally. Relies heavily on verbs <i>be</i> and <i>have</i> . Probably will not use contractions in speech much, but can understand commonplace contractions in someone else's speech. Can greet people, introduce him or herself, talk about family in a very simple way. This speaker will require a patient and helpful native listener.