

IIEP Level	CEFR Level	Communication Skills and Listening - Student Learning Outcomes
Entering Level I	A2	<ul style="list-style-type: none"> • The student demonstrates limited ability in distinguishing or recognizing sounds, words or phrases in English. • The student demonstrates limited fluency, vocabulary and grammar knowledge and usage as well as incomprehensible pronunciation. • The student demonstrates limited understanding of English organization or coherence patterns. • The student demonstrates limited knowledge of speech functions and their accompanying pragmatic features.
In order to move to Level E	A2/B1	<ul style="list-style-type: none"> • Student can demonstrate parsing of word boundaries for basic numbers and familiar vocabulary in continuous speech that contains basic reduced speech as measured by cloze tests or dictation. • Student can assign primary stress to multisyllabic words. • Student can demonstrate listening comprehension of a 2-3 minute simulated or adapted conversation or report when provided with a simple outline as measured by multiple choice questions or short responses. • Student can demonstrate comprehensible unrehearsed discourse through intelligible sounds, word stress, and intonation and appropriate production of grammar choices covered at this level as measured by question responses or conversation. • The student can demonstrate a high degree of comprehensibility in prepared discourse through intelligible sounds, word stress, rhythm, sentence stress, intonation, and pausing as well as appropriate production of grammatical structures covered in this level as measured by a rehearsed 30 second- to 2-minute speech sample. • The student can demonstrate a high degree of accuracy in vocabulary selection covered in this level. • The student can perform a range of speech functions (including but not limited to initiating, maintaining, and closing a conversation; active listening techniques as well as asking for and giving clarification) spontaneously, coherently, cohesively, and fluently as measured by a class discussion or conversation. • The student can deliver a coherent, rehearsed description of people or places as measured by a rehearsed 30 second to 2 minute speech sample. • The student can demonstrate appropriate academic culture as measured by classroom behaviors and practice of academic honesty in the US and the University of Iowa.

<p>In order to move to Level E1</p>	<p>B1</p>	<ul style="list-style-type: none"> • Student can demonstrate parsing of word boundaries for numbers including thousands, years, and prices as well as familiar vocabulary in continuous speech that contains simple reduced speech and basic linking as measured by cloze tests or dictation. • Student can assign primary stress to multisyllabic words. • Student can demonstrate listening comprehension of a 5-minute conversation or report with an outline provided by the instructor as measured by multiple choice questions and short responses. • Student can demonstrate comprehensible unrehearsed discourse through intelligible sounds, word stress, rhythm, sentence stress, intonation, and pausing and appropriate production of grammar choices covered at this level as measured by question responses or conversation. • The student can demonstrate a high degree of comprehensibility in prepared discourse through intelligible sounds, word stress, rhythm, sentence stress, intonation, and pausing as well as appropriate production of grammatical structures covered in this level as measured by a rehearsed 1 ½ to 3-minute speech sample. • The student can demonstrate a high degree of accuracy in vocabulary selection covered in this level. • The student can perform a range of speech functions (including but not limited to conversation management techniques, asking for and giving clarification as well as discussing ideas and viewpoints) spontaneously, coherently, cohesively, and fluently as measured by an interview or conversation. • The student can fluently deliver a coherent description of a narrative or sequence of points as measured by a rehearsed 1 ½ to 3-minute speech sample. • The student can demonstrate appropriate academic culture as measured by classroom behaviors and practice of academic honesty in the US and the University of Iowa.
<p>In order to move to Level E2</p>	<p>B1/B2</p>	<ul style="list-style-type: none"> • Student can demonstrate parsing of word boundaries for numbers including decimals, fractions, and percentages as well as varying word forms of familiar vocabulary in continuous speech that contains reduced speech and basic linking as measured by cloze tests or dictation. • Student can assign primary stress to multisyllabic words. • Student can demonstrate listening comprehension of an 8-10 minute analytical report using a partial outline provided by the instructor as measured by multiple choice questions and short responses. • Student can demonstrate comprehensible unrehearsed discourse through intelligible sounds, word stress, rhythm, sentence stress, intonation, and pausing and appropriate production of grammar choices covered at this level as measured by question responses or interview.

		<ul style="list-style-type: none"> • The student can demonstrate a high degree of comprehensibility in prepared discourse through intelligible sounds, word stress, rhythm, sentence stress, intonation, and pausing as well as appropriate production of grammatical structures covered in this level as measured by a rehearsed 2 - 4 minute prepared speech sample. • The student can demonstrate a high degree of accuracy in vocabulary selection covered in this level. • The student can perform a range of speech functions (including but not limited to conversation management techniques, discussing ideas and viewpoints as well as giving and responding to advice) spontaneously, coherently, cohesively, and fluently as measured by an interview or conversation. • The student can deliver an organized and coherent comparison/contrast or cause/effect analysis with ideas supported with subsidiary points and relevant examples as measured by a rehearsed 2 - 4 minute prepared speech sample. • The student can demonstrate appropriate academic culture as measured by classroom behaviors and practice of academic honesty in the US and the University of Iowa.
In order to move to Level P	B2	<ul style="list-style-type: none"> • Student can demonstrate parsing of word boundaries for numbers within measurements and varying word forms of familiar vocabulary in continuous speech that contains reduced speech, linking, and blending as measured by cloze tests or dictation. • Student can assign primary stress to multisyllabic words. • Student can demonstrate listening comprehension of a 13-15 minutes academic lecture with level-appropriate vocabulary and grammar structures as measured by multiple choice questions, short responses, and summaries. • Student can demonstrate comprehension of a speaker's intent as measured by the ability to make inferences based on suprasegmentals. • Student can demonstrate comprehensible unrehearsed discourse through intelligible sounds, word stress, rhythm, sentence stress, intonation, and pausing and appropriate production of grammar choices covered at this level as measured by question responses or group discussion. • The student can demonstrate a high degree of comprehensibility in prepared discourse through intelligible sounds, word stress, rhythm, sentence stress, intonation, and pausing as well as appropriate production of grammatical structures covered in this level as measured by 3-5 minute prepared evaluative or problem-solution speech sample. • The student can demonstrate a high degree of accuracy and range in vocabulary selection covered in this level. • The student can perform a range of speech functions (including but not limited to conversation management techniques, discussing ideas and viewpoints, giving and responding to advice, managing requests, and summarizing) spontaneously, coherently, cohesively, and fluently as measured by a class discussion or conversation.

		<ul style="list-style-type: none"> • The student can fluently communicate complex information and advice in a well-organized, detailed, and coherent manner as measured by a 3-5 minute prepared evaluative or problem-solution speech sample. • The student can demonstrate appropriate academic culture as measured by classroom behaviors and practice of academic honesty in the US and the University of Iowa.
In order to complete IIEP	B2/C1	<ul style="list-style-type: none"> • Student can demonstrate parsing of word boundaries for numbers within statistics and data as well as varying word forms of familiar vocabulary in continuous speech that contains reduced speech, linking, and blending as measured by cloze tests or dictation. • Student can assign primary stress to multisyllabic words. • Student can demonstrate listening comprehension of an 18-20 minute academic lecture with vocabulary and grammar structures covered in class as measured by multiple choice questions, short responses, and summaries. • Student can demonstrate comprehension of a speaker’s intent as measured by the ability to make inferences based on types of suprasegmentals and vocabulary usage. • Student can demonstrate comprehensible unrehearsed discourse through intelligible sounds, word stress, rhythm, sentence stress, intonation, and pausing and appropriate production of grammar choices covered at this level as measured by question responses or group discussion. • The student can demonstrate a high degree of comprehensibility in prepared discourse through intelligible sounds, word stress, rhythm, sentence stress, intonation, and pausing as well as appropriate production of grammatical structures covered in this level as measured by 4-6 minute research-oriented argument for a presentation or debate. • The student can demonstrate a high degree of accuracy and range in vocabulary selection covered in this level. • The student can perform a range of speech functions (including but not limited to conversation management techniques, discussing ideas and viewpoints, giving and responding to advice, managing requests, summarizing, and predicting) spontaneously, coherently, cohesively, and fluently as measured by a class discussion or conversation. • The student can fluently deliver a well-organized, coherent argument with appropriate highlighting of significant points and relevant supporting detail as measured by a 4-6 minute prepared research-oriented argument for a presentation or debate. • The student can demonstrate appropriate academic culture as measured by classroom behaviors and practice of academic honesty in the US and the University of Iowa.

	CEFR	Grammar - Student Learning Outcomes
Entering Level I	A2	Student demonstrates limited ability to understand and use basic parts of speech basic sentence structures to express ideas.
In order to move to Level E	A2/B1	<ul style="list-style-type: none"> • Students will be able to classify words into basic parts of speech: nouns, pronouns, verbs (main and auxiliary), modals, adjectives, adverbs, prepositions, articles, and conjunctions as measured by in-class activities that label parts of speech or identify word forms within word families. • Students will be able to express ideas by creating simple and compound declarative statements, negation and interrogatives using appropriate word order, agreement, and punctuation as well as simple and progressive verbs forms for the present, past and future as measured by fill-in-the-blank, sentence combination, sentence creation, and editing tasks. • Students will be able to compare visuals comprehensibly using the –er and –est morphemes as measured by fill-in-the-blank tasks or short answers based on illustrations. • Student will be able to express basic pragmatic information of ability, politeness, advice, and necessity using appropriate modal auxiliaries as measured by fill-in-the-blank and/or editing tasks.
In order to move to Level E1	B1	<ul style="list-style-type: none"> • Students will be able to classify words into parts of speech: nouns, pronouns, verbs (main and auxiliary), adjectives, adverbs, prepositions, articles, and conjunctions (coordinating and subordinating) as measured by in-class activities that label parts of speech or identify word forms within word families. • Students will be able to create simple, compound, and select complex declarative statements, negation, and interrogatives using appropriate word order, word forms, agreement, and punctuation as well as simple and progressive verbs forms for the present, past and future along with present perfect as measured by fill-in-the-blank, sentence combination, sentence creation, sentence transformation, and/or editing tasks. • Students will be able to compare visuals comprehensibly using morphemes and phrases as measured by fill-in-the-blank tasks, short answers based on illustrations, multiple choice, and/or sentence creation with teacher-provided adjectives and adverbs. • Student will be able to express pragmatic information of ability, politeness, advice, necessity, and possibility using appropriate modal auxiliaries as measured by fill-in-the-blank, editing tasks, multiple choice, and/or sentence creation. • Students will be able to select and produce modals of possibility and advice, simple and progressive verbs in the past and present as well as comparative/superlative morphemes and phrases as measured by verbal responses to pictures or teacher-student interviews.

In order to move to Level E2	B1+/B2	<ul style="list-style-type: none"> • Students will be able to classify words into parts of speech: nouns, pronouns, verbs (main and auxiliary), adjectives, adverbs, prepositions, articles, and conjunctions (coordinating and subordinating) as measured by in-class activities that label parts of speech or identify word forms within word families. • Students will be able to create simple, compound, and select complex declarative statements, negation, and interrogatives using appropriate word order, word forms including gerunds and infinitives, agreement, and punctuation as well as simple, progressive, perfect, and passive verbs forms for the present, past and future as measured by paragraph writing as well as fill-in-the-blank, sentence combination, sentence transformation, and/or editing tasks. • Student will be able to express ideas using appropriate word forms including gerunds and infinitives as measured by fill-in-the-blank, editing tasks, multiple choice, and/or sentence creation. • Student will be able to express pragmatic information of ability, politeness, advice, necessity, and possibility using appropriate modal auxiliaries as measured by fill-in-the-blank, editing tasks, multiple choice, and/or sentence creation. • Students will be able to select and produce modals of possibility and advice, noun clauses as well as gerunds and infinitives as measured by verbal responses to pictures or teacher-student interviews.
In order to move to Level P	B2	Grammar SLOs are incorporated into the SLOs of the other four skills: Writing, Reading, Listening, and Communication Skills.
In order to complete IIEP	B2+/C1	Grammar SLOs are incorporated into the SLOs of the other four skills: Writing, Reading, Listening, and Communication Skills.

	CEFR Level	Reading - Student Learning Outcomes
Entering Level I	A2	<ul style="list-style-type: none"> The student demonstrates a limited range of vocabulary, understanding of paragraph organization and transitions, and limited reading comprehension levels.
In order to move to Level E	A2/B1	<ul style="list-style-type: none"> The student can demonstrate literal and introductory inferential reading comprehension of a text at this level as measured by multiple choice questions and short written responses. Based on evidence from the beginning of the semester, the student can demonstrate the ability to recognize and interpret a greater range of vocabulary as measured by multiple choice and short written responses. Based on evidence from the beginning of the semester, the student can demonstrate improvement in reading speed rates with 70% comprehension as measured by timed reading rate and comprehension questions. The student can demonstrate appropriate academic culture as measured by classroom behaviors and practice of academic honesty in the US and the University of Iowa.
In order to move to Level E1	B1	<ul style="list-style-type: none"> The student can demonstrate literal and some inferential reading comprehension of a text at this level as measured by multiple choice questions and short written responses. Based on evidence from the beginning of the semester, the student can demonstrate the ability to recognize and interpret a greater range of vocabulary as measured by multiple choice and short written responses. Based on evidence from the beginning of the semester, the student can demonstrate improvement in reading speed rates with 70% comprehension as measured by timed reading rate and comprehension questions. The student can demonstrate appropriate academic culture as measured by classroom behaviors and practice of academic honesty in the US and the University of Iowa.
In order to move to Level E2	B1/B2	<ul style="list-style-type: none"> The student can demonstrate literal, inferential, and introductory applied reading comprehension of a text at this level as measured by multiple choice questions and short written responses. Based on evidence from the beginning of the semester, the student can demonstrate the ability to recognize and interpret a greater range of vocabulary as measured by multiple choice and short written responses. Based on evidence from the beginning of the semester, the student can demonstrate improvement in reading speed rates with 70% comprehension as measured by timed reading rate and comprehension questions. The student can demonstrate appropriate academic culture as measured by classroom behaviors and

		practice of academic honesty in the US and the University of Iowa.
In order to move to Level P	B2	<ul style="list-style-type: none"> • The student can demonstrate literal, inferential, and some applied reading comprehension of a text at this level as measured by multiple choice questions, summaries, and short written responses. • Based on evidence from the beginning of the semester, the student can demonstrate the ability to recognize and interpret a greater range of vocabulary as measured by multiple choice and short written responses. • Based on evidence from the beginning of the semester, the student can demonstrate improvement in reading speed rates with 70% comprehension as measured by timed reading rate and comprehension questions. • The student can demonstrate appropriate academic culture as measured by classroom behaviors and practice of academic honesty in the US and the University of Iowa.
In order to complete IIEP	B2/C1	<ul style="list-style-type: none"> • The student can demonstrate literal, inferential, and applied reading comprehension of a text at this level as measured by summaries and short written responses. • Based on evidence from the beginning of the semester, the student can demonstrate the ability to recognize and interpret a greater range of vocabulary as measured by multiple choice and short written responses. • Based on evidence from the beginning of the semester, the student can demonstrate improvement in reading speed rates with 70% comprehension as measured by timed reading rate and comprehension questions. • The student can demonstrate appropriate academic culture as measured by classroom behaviors and practice of academic honesty in the US and the University of Iowa.

	CEFR Level	Writing - Student Learning Outcomes
Entering Level I	A2	<ul style="list-style-type: none"> • Student demonstrates limited ability to write simple and compound sentences, write a paragraph, edit own writing for grammar as measured by timed response completed in one sitting.
In order to move to Level E	A2/B1	<ul style="list-style-type: none"> • Students can demonstrate the ability to follow the writing process (including drafting, revising based on teacher feedback, and self-editing) in order to write effectively in an organized, well-supported, logical manner using level-appropriate grammar, vocabulary, and punctuation as measured by a multi-draft paragraph completed over an extended period of time. • Students will demonstrate the ability to interpret a variety of exam questions appropriately and write clear and logical responses as measured by a 35-45 minute timed paragraph completed in one sitting. • Students can demonstrate the ability to edit separate sentences at this level as measured by a teacher-created/selected editing task. • Student can demonstrate appropriate academic culture as measured by classroom behaviors and practice of academic honesty in the US and the University of Iowa.
In order to move to Level E1	B1	<ul style="list-style-type: none"> • Students can demonstrate the ability to follow the writing process (including drafting, revising based on teacher and peer feedback, and self-editing) in order to write effectively in an organized, well-supported, logical, coherent manner using level-appropriate grammar, vocabulary, and punctuation as measured by a multi-draft 2-3 paragraph text completed over an extended period of time. • The student will demonstrate the ability to interpret a variety of exam questions appropriately and write clear and logical responses as measured by 2 timed paragraphs completed in one 60-minute session. • Student can demonstrate the ability to edit a paragraph at this level as measured by a teacher-created/selected editing task. • Students can demonstrate appropriate academic culture as measured by classroom behaviors and practice of academic honesty in the US and the University of Iowa.
In order to move to Level E2	B1/B2	<ul style="list-style-type: none"> • Students can demonstrate the ability to follow the writing process (including drafting, revising based on teacher and peer feedback, and self-editing) in order to write effectively in an organized, well-supported, logical, coherent manner using level-appropriate grammar, vocabulary, and punctuation as measured by a multi-draft 2- or 3- page analytic essay completed over an extended period of time with appropriately-cited quotations and a reference page. • Students will demonstrate the ability to interpret a variety of exam questions appropriately and write clear and logical responses as measured by 3-5 timed paragraphs completed in one 100-minute session. • Students can demonstrate appropriate academic culture as measured by classroom behaviors and practice of academic honesty in the US and the University of Iowa.

In order to move to Level P	B2	<ul style="list-style-type: none"> • Students can demonstrate the ability to follow the writing process (including drafting, revising based on teacher and peer feedback, and self-editing) in order to write effectively in an organized, well-supported, logical, coherent manner using level-appropriate grammar, vocabulary, and punctuation as measured by a multi-draft 2- to 4- page evaluative essay with appropriately-incorporated summaries and a reference page completed over an extended period of time. • The student will demonstrate the ability to interpret a variety of exam questions appropriately and write clear and logical responses as measured by a timed evaluative essay incorporating summaries completed in one 110-minute session. • When writing an academic text, students will be able to incorporate sources by selecting appropriate contexts for, producing, and editing adjective clauses and noun clauses. • When writing an academic text, students will be able to express complex ideas by selecting appropriate contexts for, producing, and editing all grammatical structures covered in previous levels as well as untrue conditionals, participial adjectives, infinitives after nouns, and modals of past advice and past possibility. • Students can demonstrate appropriate academic culture as measured by classroom behaviors and practice of academic honesty in the US and the University of Iowa.
In order to complete IIEP	B2/C1	<ul style="list-style-type: none"> • Students can demonstrate the ability to follow the writing process independently in order to write effectively toward a specific purpose and audience in an organized, well-supported, logical, coherent manner using level-appropriate grammar, vocabulary, and punctuation as measured by a 2- to 4-page research-based essay completed over an extended period of time that reports, analyzes, evaluates, and/or synthesizes information with appropriately-incorporated outside sources and a reference page. • Students will demonstrate the ability to interpret a variety of exam questions appropriately and write clear and logical responses as measured by timed responses incorporating outside sources completed in one 60-minute session. • When writing an advanced-level academic text, students will be able to incorporate sources by selecting appropriate contexts for, producing, and editing adjective clauses and noun clauses. • When writing an academic text, students will be able to express complex ideas by selecting appropriate contexts for, producing, and editing all grammatical structures covered in previous levels as well as nominalizations. • Students can demonstrate appropriate academic culture as measured by classroom behaviors and practice of academic honesty in the US and the University of Iowa.

Note:

In the IIEP, new student placement and achievement are not based on past, present, or future test scores from outside entities (e.g. TOEFL, IELTS).

For those who would like to see the correlation between the CEFR proficiency scale

(http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf), upon which the IIEP curriculum is approximately based) and standardized test scores such as the TOEFL or IELTS, go to the following websites:

CEFR & IELTS correlation: <https://www.ielts.org/ielts-for-organisations/common-european-framework>

CEFR & TOEFL correlation: <https://www.ets.org/toefl/institutions/scores/compare/>