

ELC Proficiency Scale

Level	CEFR Level	Reading	Writing	Listening	Speaking	Culture
Foundations	A2	Student can understand short simple texts containing basic vocabulary and longer texts on high interest themes with instructor support. Student can use reading strategies such as previewing, scanning, finding meaning from context, and understanding pronoun references. Student can use new vocabulary in both spoken and written tasks. Student has basic knowledge of main ideas and details.	Student can write about self, things and people he/she knows using simple language and sentence structures. Student can identify features of written models and use them to produce short basic paragraphs integrating grammar structures and vocabulary taught at this level. Student can use and spell vocabulary from the 300 most common words in English list and basic classroom objects.	Student can understand simple information, questions and short conversations about family, people, daily life, homes, work, hobbies provided that people speak slowly and clearly and provide help when necessary.	Student can communicate limited information about himself, family, job, hobbies, daily life, and routines in a simple exchange and speaking slowly. Student can correctly use some simple structures and use basic language comprehensibly.	Student can meet basic expectations of U.S. classroom culture.
Intermediate Low	A2+/B1	The student can critically read, analyze and demonstrate understanding of simplified written texts (one to two pages, low-level vocabulary) through discussion and writing.	<p>The student can produce paragraph length writings with titles, topic sentences, supporting details and a conclusion.</p> <p>The student demonstrates control over simple forms of the past, present, and future verb forms as well as progressive forms of the past and present.</p>	<p>The student can listen to and understand a variety of simplified media and materials.</p> <p>The student demonstrates the ability to participate in conversations, listening to and responding to classmates.</p>	<p>The student can speak clearly and intelligibly in all kinds of speaking activities on familiar and simple academic topics.</p> <p>The student can express ideas about known topics clearly in both formal and informal oral presentations and in impromptu speeches.</p>	Student can demonstrate an understanding of classroom culture norms and discuss simple academic topics.

Intermediate High	B1	Student can identify, discuss, and summarize main ideas and support in a variety of simplified texts. Student can annotate a reading to aid in the identification of main ideas and support.	Student can produce multi-paragraph writing with clear thesis statements, topic and concluding sentences, main ideas, and details. Student can use elementary vocabulary and grammar structures correctly, but makes errors when writing about complex ideas. Student can use conjunctive adverbs to connect ideas.	Student can understand main ideas and important details from conversations and short, simplified lectures. Student is able to use note taking strategies to record important information from a simplified lecture.	Student can participate in discussions. Student can give both prepared and impromptu presentations, supporting his/her ideas with appropriate reasons and details.	Student can demonstrate an understanding of familiar social issues and make comparisons between their society and US society.
Advanced Low	B1+/B2	Student can critically read and analyze to determine meaning and make connections between text and background knowledge. This includes note taking and inferencing.	Student is able to produce a simple essay with an introduction, conclusion, coherent idea development or argument, and reference sources.	Student can comprehend and identify main points and specific details from a variety of sources using academic listening & note taking strategies.	Student can orally summarize, paraphrase, elaborate, and clarify information and meaning from a variety of academic sources.	Student can describe common human values and relationships within historical and cultural frameworks.
Advanced High	B2	Student can analyze and evaluate an author's position, purpose, audience and tone using evidence from the text. Student can read a popular novel intended for native speakers.	Student can write an essay which presents a convincing position supported by source materials. Student can use varied vocabulary, but makes some word choice and word form errors. Student can use a wide variety of grammatical and sentence structures to express themselves in writing.	Student can understand, analyze, synthesize, and formulate an opinion about the content from pre-collegiate lectures.	Student can incorporate source material into presentations using clear, convincing, unified, plagiarism-free speech. Student can participate actively in discussion using strategies like asking for clarification and interrupting.	Student can explain and form opinions about controversial issues in US society.

LAUNCH	B2+/C1	Student can analyze undergraduate-level texts of various genres and styles according to author purpose, audience, and logic. Student can synthesize texts using quotes, paraphrases, and summaries in a way that meets university academic honesty standards.	Student can effectively communicate through writing for a variety of purposes using appropriate levels of critical thinking, sound logic and evidence. Student can use various syntactic structures effectively and can significantly improve writing through multiple revisions and instructor feedback.	Student can critically listen to and synthesize information from a variety of short and sustained sources intended for native speakers.	Student can contribute critically to a variety of academic discussions and initiate effectively during group work to accomplish an assigned task. Student can deliver a comprehensible and critically prepared presentation.	Student can describe how culture is evolving and how individual and pluralistic values influence US society and academic discourse. Student can demonstrate successful integration into US university culture.
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*New student placement and achievement at the ELC is not based on any past, present, or future standardized tests scores from outside of the ELC (ie: IELTS, TOEFL). However, as a point of reference for students, sponsors, and other institutions, the correlation between the CEFR proficiency scale (upon which the ELC curriculum is approximately based) and standardized tests scores such as the TOEFL or IELTS can be found here:

CEFR & ELTS correlation: http://www.ielts.org/researchers/common_european_framework.aspx

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