



International English Center

UNIVERSITY OF COLORADO **BOULDER**



Student Handbook

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GENERAL INFORMATION

Welcome to the International English Center

The International English Center (IEC), at the University of Colorado Boulder, was established in 1975. It offers students from all parts of the world a unique opportunity to learn the English language in a stimulating academic atmosphere, which is at the same time friendly and welcoming.

The IEC is fully accredited by the Commission on English Language Program Accreditation (CEA). CEA was established to promote excellence, assure quality, and recognize programs that meet accepted standards in curriculum, faculty and student services. The IEC is also a member of the consortium of University and College Intensive English Programs in the U.S. (UCIEP), and English USA (formerly known as the American Association of Intensive English Programs).

IEC faculty are professional and experienced instructors who specialize in the teaching of English as a Second Language (ESL). They are required to have M.A. or Ph.D. degrees. Many have experience teaching intensive English in the U.S. and overseas to adult students from many language backgrounds.

Mission Statement

We advance internationalization at the University of Colorado Boulder by providing high-quality English language instruction, cultural programming, and academic exchange. *We serve* international students preparing for university-level studies and professionals seeking to enhance their career opportunities, through innovative teaching and experiential learning. *We collaborate* with campus and global partners by creating customized courses and providing instructional expertise on language learning and intercultural communication. *We fully support* the university's commitment to a diverse and inclusive community.

Programs Overview

Intensive English Program

This year-round program features five 8-week sessions of intensive English instruction, combined with orientation to university customs, academic preparation, and an introduction to life in the U.S.

ESL Academic Bridge Program

This full-time intensive program is for students who have been conditionally admitted to CU Boulder but who have not met the English language proficiency requirements for admission into an undergraduate degree program.

Intensive Test Preparation Program

This full-time intensive test preparation program is for English language students who are applying to undergraduate and graduate programs. Students can enroll in courses designed to improve student scores on the TOEFL, IELTS, GRE, or GMAT.

Legal English Program

This 8-week intensive program is designed for international students who plan to attend Law School in the US and for practicing international lawyers seeking to refine their English language skills.

ESL Credit Program

This program offers 2 or 3 hour credit courses to currently matriculated CU Boulder students. The courses count towards the students' GPAs and F-1 visa requirements but not towards their graduation requirements. It aims at refining students' English communication skills relevant to specific professions or area of studies.

Short-Term Language + Culture Program

This 2-week program is designed for tourists, business visitors, family, and friends who are seeking to improve their English language skills while experiencing the culture and beauty of Boulder.

Au Pair Program

This 8-week, 36-hour program is designed for au pairs who are intermediate to advanced level speakers of English. It aims to increase student confidence and language skills in English.

CU Employees English Language Program

This 10-week ESL program is offered to CU Employees. It provides them with the knowledge, skills and abilities to advance their English language proficiency, especially for the workplace.

Customized Programs

The IEC works with various groups to provide specialized English language training. These include business English for corporate clients, teacher training, and others.

Academic Program

Admissions Criteria

All IEC students requiring immigration paperwork must be able to provide proof of financial support.

Students interested in studying at the IEC must be at least 18 years of age. However, the IEC grants exceptions to students who are 17 years of age and have completed high school.

Proficiency Scores

Each session, listening and speaking, reading, and writing instructors assign students a proficiency score for each language skill as a means to identify a student's readiness for academic work in English. To provide proficiency scores, the IEC uses a system called the Common European Framework (CEFR) that is used widely in Europe and in other countries around the world. Please see the [appendix](#) for detailed explanation of these scores.

Evaluation

Students receive a grade for each course they take. GPA (Grade Point Average) is the average of all the students' grades. The table below shows how grades are calculated on a 4.0 scale

Letter Grade	Points	Percentage	Description
A	4.0	94-100%	Excellent control of student learning outcomes demonstrated through full command of the academic material; coursework completed.

A-	3.7	90-93%	
B+	3.3	87-89%	Good control of the student learning outcomes demonstrated through solid command of the academic material; coursework completed.
B	3.0	83%-86%	
B-	2.7	80-82%	
C+	2.3	77-79%	Satisfactory control of student learning outcomes demonstrated through adequate command of the academic material; majority of coursework completed.
C	2.0	73-76%	
C-	1.7	70-72%	* lowest grade to pass
D+	1.3	67-69%	Insufficient control of student learning outcomes, but shows progress; majority of coursework completed.
D	1.0	60-66%	
F	0.0	0-59%	Unsatisfactory control of student learning outcomes and/or coursework is incomplete.

Certificates

When leaving the IEC, students may request a Certificate of Attendance that shows the total number of weeks the student was enrolled at the IEC. For students to receive this Certificate, all financial obligations must be settled. Students should request a Certificate at the IEC front office.

Transcripts

Official transcripts

IEC students can request official paper and/or electronic transcripts, including non-credit transcripts at the [Office of the Registrar](#). Students should be sure to select *non-credit* transcripts for most of the IEC Programs.

Unofficial transcripts

IEC students can obtain unofficial transcripts by logging into Buff Portal:

- On the "Student" tab under "Academics/Schedule," select the "*My Academics/View Unofficial Transcript*" link on the right-hand side of the page.
- Next, under "*My Academics*" select the "*View my unofficial transcript*" link.
- On the next screen, leave "*Home Institution*" as CU Boulder. Click the arrow in the Select Transcript Type box and choose "*Non-Credit Career*," then click on the "*View Unofficial Transcript*" button. You should then see a PDF version of your unofficial noncredit transcript.

Letters of Recommendation

Students applying to universities throughout the U.S. are typically required to submit at least one letter of recommendation along with their application and academic transcript. We encourage IEC students to get letters of recommendations from instructors and/or academic advisors from their home country. These letters must be in English. However, if this is not possible, IEC faculty members can write letters of recommendation as well. Please follow these tips when asking for a letter of recommendation:

- Choose a faculty member who will be able to write you a good recommendation.
- Ask the faculty member at least two weeks before you need to submit your letter of recommendation.
- Be sure the faculty member knows your deadline.
- Provide the faculty member with the name of the University and the Academic Program you are applying to, as well as the semester you intend to begin your studies.

Identikey and ID

Buff Portal

Buff Portal is the CU Boulder's student portal, where students can make changes to their personal profiles, access their accounts, and view their course schedules.

To login to Buff Portal, students need to first activate their [IdentiKey](#), which is their CU Login Name. It may take a few days after students activate their IdentiKey for them to have access to all services. To activate the IdentiKey, please follow these steps:

- Login to buffportal.colorado.edu
- Go to [Identity Manager](#) and click on the link: *Activate your IdentiKey* (found at the left side of the screen).
- To activate your IdentiKey, students need their student ID number, date of birth, and a four-digit PIN number that is provided by IT at 303-735-4357.
- Create a CU login name and password.

Preferred Name

Official records and accounts must display a student's primary (legal) name. However, students may choose to set a preferred first and/or middle name in their self-service portal that will display in CU-approved university systems and records. For more information on how to add a preferred name, see [Update Your Personal Information](#).

Pronouns

CU students have the option of [identifying their pronouns](#) in their self-service portal. When provided, it is important for faculty and staff to know and use a student's identified pronouns rather than make an assumption based on the student's name or appearance.

Students may select from the following options in the student portal: she/her/hers; he/him/his; they/them/theirs; ze/zir/zirs; and xe/xer/xers.

ID Card - Buff OneCard

This card is the student's official university identification and is key to services and resources at CU such as:

- Medical Services
- Recreation Center
- Library
- Campus Cash
- Resident Hall and laundry



- Dining Halls and Meal Plans

Students can obtain their Buff OneCard at the Buff One Office, located on the lower level of C4C (Center for Community). The office is open from 8:00 am to 5:00 pm Monday through Friday (Summer 7:30 am to 4:30 pm). Students need to bring their passports and \$30 in order to obtain their Buff OneCard.

To report a lost or stolen card, you can call the 24-hour help line at 303-492-1212.

Academic Expectations

Email

IEC students have an official colorado.edu Gmail account and can log in with their Identikey and password. More detailed information about logging into your CU email and G Suite account can be found on the [OIT's website](#). **Students are expected to check their CU email daily.** There are often important messages from instructors, the IEC, and CU Boulder. For example, every Monday IEC students receive an email detailing important dates and events at the IEC for that week. It is expected that all students read this important email.

Attendance

- It is important to be in class every day.
- Students may need to miss a class or two, due to illness or personal business, but they should not make it a habit (see the 85% Attendance Policy). Please note that medical excuse notes are *not* accepted.
- If a student needs to leave Boulder or withdraw from the program, they should notify their instructors, their IEC Academic Advisor, and the IEC front office.

Punctuality

- Students must arrive to class on time. If class starts at 8:30am, instructors expect students in class at 8:30am. It is inconsiderate to the instructor and the other members of the class to interrupt the class by being late.
- Students more than 30 minutes late to class are counted absent for that class.
- Students who are 1-30 minutes late for the same class three times will be recorded as absent for one instance of that class.

Participation

Many classes are in a discussion format. Though it is normal for students to feel nervous about speaking in class, students are expected to be a part of these discussions. Successful participation requires good listening skills, a willingness to try, and completion of homework.

Homework

Homework is an important part of student learning. **Students should plan for 3 to 4 hours of study time every day.**

The CU Honor Code

The Honor Code was designed by CU Boulder students to uphold CU Boulder's standards of academic integrity and intellectual honesty. A definition of academic dishonesty at CU Boulder and more information about the honor code can be found at the [Student Conduct & Conflict Resolution website](#).

The CU Boulder Honor Code Pledge reads as follows:

***"On my honor, as a University of Colorado Boulder student,
I have neither given nor received unauthorized assistance."***

At the IEC, there are consequences for violating CU Boulder's Honor Code. The first time a student violates the Honor Code, that student will meet with the Student Success Coordinator and will receive a warning letter. The second time the student violates the Honor Code, the student will receive a second warning letter. If the student is sponsored, the student's sponsor will be notified as well. The third time the student violates the Honor Code, the student may be dismissed from the IEC.

During Orientation class, every new student at the IEC attends an Honor Code presentation by a representative of CU Boulder's Office of International Student and Scholar Services and the Honor Code Office. Moreover, all IEC students are required to attend this presentation when they are at Level 5. During this presentation, the various types of academic dishonesty are explained to students, along with the process that must take place if a student is accused of violating the Honor Code.

ESL Academic Bridge students who violate the Honor Code during their Level 7 or Level 8 session may be reported to CU Boulder's Honor Code Office after their first violation.

IEC Resources and Activities

Computer Lab

- The IEC computer labs are open every weekday from 8:00am until 5:00pm.
- Word processing, information materials, e-mail, and Internet access are available through the secure CU network and wireless connection.
- Students with laptop computers or mobile devices can access the CU wireless network anywhere on campus. The Wi-Fi to use is called, "UCB Wireless."

IEC Graded Readers

Located in Norlin Library, the IEC Graded Readers are books that are written for students studying at any level at the IEC. Students wishing to improve their reading skills may check out these books at Norlin Library.

Student Programs

There are many opportunities to enjoy recreational and cultural activities outside of class such as:

- Weekly ongoing activities:
 - Culture Hour: IEC students are introduced to various US cultural aspects, i.e. Halloween, Easter Egg painting, Outdoors in Colorado, Saint Patrick's Day, etc.
 - Free Tutoring
 - Public Speaking Club

- Reading Club
- Activities offered by the IEC such as skiing, hiking, parties and receptions, theater, Boulder community events and much more.

Connection to the University of Colorado Boulder

The IEC offers advice and assistance to IEC students who wish to apply to a university or college. We work closely with the CU Office of Admissions to facilitate the application process for those students who plan to apply to CU. Students who would like more information should make an appointment with Student student .

Moreover, IEC students studying at Levels 7 and 8 may be eligible to take one [ACCESS course](#) for academic credit through the Division of Continuing Education at CU Boulder. Students would need to take a full load of IEC course work (20 hours/week) in addition to their ACCESS course. Students interested in pursuing an ACCESS course should follow the steps below:

- Visit the Student Services Manager to determine eligibility vis-à-vis English language proficiency.
- Schedule an appointment to visit with one of Continuing Education's academic advisors, who will then lead you through the application process.

[International Coffee Hour](#) is offered on the CU campus every Friday afternoon. This is a great opportunity to talk with students from the United States, as well as students from all over the world.

[Conversation Hours](#) are opportunities to practice English-speaking skills. Conversation hours often meet in the IEC Student Lounge after 5:00pm or they may meet at the Anderson Language and Technology Center (ALTEC), CU-Boulder's language lab facility. Read the IEC Weekly email for information about the Conversation Hours that are offered each session.

IEC Student Policies and Procedures

[85% Attendance Policy](#)

[One Time Repeat Policy](#)

[Withdrawal & Refund Policy](#)

[Student Code of Conduct](#)

Immigration Information

The Immigration Advisor is available to help students with questions or problems concerning their visa, passport, or other immigration matters. If you plan to leave the country for any reason, it is very important to inform the Immigration Advisor. Use the online appointment system to [schedule an appointment](#).

F-1 (Student) Visa Holders

The following rules governing F-1 visas are subject to changes. **It is important to follow these rules!**

Maintaining your status

If you have student status, you must be full time (20 hours a week) at the IEC. You cannot take a break from studying until you have studied for at least four sessions at the IEC. After four sessions, you are eligible to take a vacation session.

Change of Address

If you change your address, you must inform the Immigration Advisor within 10 days of the change of address.

Leaving and returning to the U.S.

If you have plans to leave the U.S. for a vacation and then return to the IEC, you must bring your I-20 to our office. The Immigration Advisor will sign your I-20 (provide you with a travel signature). You must take your I-20, passport and a printed out copy of your I-94 with you when you leave the U.S.

If you lose your I-20 or I-94

If you lose your I-20 or your I-94, inform the Immigration Advisor; replacements will be created for you.

Working

The IEC encourages all students to focus on their English language studies and therefore does not approve requests to work on or off campus.

Social Security Numbers (SSN)

International students on F-1 visas may only apply for an SSN if they are working on campus; however, the IEC does not approve requests to work on campus.

Program extension

You must make sure that your I-20 has not expired (this is *not* the date on your visa). Look at item #5 of your I-20 for the expiration date, which is written as: *“complete studies not later than (date).”* If you are planning on studying at the IEC past the time indicated on your I-20, you will need to request a Program Extension before your I-20 Form expires. Please check with the Immigration Advisor for more information regarding a program extension.

Transferring to another school

If you are transferring to another school, you must:

- Apply and be accepted to the new school.
- Tell the Immigration Advisor that you are planning to change to another school.
- Give the Immigration Advisor a copy of your acceptance letter and a transfer request form from your new school.
- Check in with your new school’s Student Services/Immigration office during the first 14 days of class to complete your transfer.

NON F-1 (Student) Visa Holders

Special conditions apply to students on other visas or on the Visa Waiver Program. Please see the Immigration Advisor for further assistance.

Medical Insurance

All full-time students on F-1 student visas must have medical insurance while studying at the IEC. Students will be asked to show proof of insurance during IEC registration and must show proof no later than Day 5 of the session. If a student does not have health insurance, they must purchase CU Gold health insurance at the time of registration.

Private Insurance

Students can have their own insurance purchased before coming to the U.S. You must show the IEC your health insurance card for proof of coverage. Otherwise, you need to pay for the CU Gold health insurance.

Embassy or Sponsor Insurance

If you are a government-sponsored student, please read the information you receive from your sponsor to see if you have insurance coverage. Sometimes, there are certain costs which are not covered, such as dental work. If you do not have insurance from your sponsor, you must have CU Gold health insurance (see below). If you have insurance from your sponsor, you must take the information regarding this coverage to your appointment with the doctor so he may charge your sponsor for the services. It is very important that you give the doctor the address of your sponsor.

IEC Medical Insurance

If you do not have medical insurance, the IEC will provide you with it. This insurance plan is called the [CU Gold Plan](#). This insurance plan does not include dental work, except in case of an accident. Please refer to the insurance brochure available in the IEC front office for more details. When you pay your tuition and fees, you will pay the cost of the Gold Plan. If you have any questions, please speak with the IEC Business Manager.

[Campus Care](#) is a supplement plan for IEC students who already have their own health insurance. This plan is mandatory for all IEC students and provides basic coverage at CU Boulder's Medical Services on campus, including: treatment of sore throats and other minor illnesses, treatment of broken bones and minor injuries, annual exams, lab and X-ray services ordered by CU's Medical Service provider, MMR titer and Tuberculosis skin test. **Campus Care does not include** allergy shots, counseling and psychiatric services after the first free six visits, nutrition services, prescriptions, services outside of Medical Services, Sports Medicine services, vaccinations and Travel Clinic visits. The cost for Campus Care is approximately \$90 per session.

Immunizations

CU Boulder and the IEC require that all students have the necessary immunizations. Students must show evidence of immunizations during New Student Orientation and upload them to [MyCUHealth Patient Portal](#).

Required immunizations include:

- Two measles vaccinations
- Two mumps vaccinations
- Two rubella vaccinations

Strongly recommended: Hepatitis B and Meningococcal.

Students who fail to submit proof of immunizations will incur a \$25 late fee and a STOP on their registration for the following session.

Housing

Students apply for all on-campus housing through the IEC Housing Coordinator.

University Residence Halls

- The IEC has a limited number of rooms in the University of Colorado residence halls each session.
- The IEC assigns the rooms to students on a first-come, first-serve basis. When possible, each student will be placed with another student who does not speak the same language.
- Because of the limited number of rooms available and the large number of students who want to live in residence halls, rooms may not be changed except with the permission of the residence hall offices involved. The IEC is not permitted to arrange room changes.

Non-ESL Bridge students may choose to live in:

- CU Boulder Residence Halls
- CU Boulder Bear Creek Apartments
- Apartments or rooms off-campus

ESL Bridge students are required to live in:

- CU Boulder Residence Halls
- CU Boulder Bear Creek Apartments

If you wish to move out of the residence hall to live off-campus, you should wait until the end of the session. If you do not wait, the Housing Department will charge you a penalty of up to 50% of the remainder of your contract. In addition, you will lose your \$200 deposit, and you will be charged a daily rate for the time you stayed in the residence hall.

Students are required to move out of the residence halls within 48 hours of their last class at the IEC.

University Family Housing

The [Family Housing Office](#) rents one-bedroom and two-bedroom apartments, either furnished or unfurnished, to University of Colorado students. Students can apply at any time. Please contact University Family Housing directly with any questions.

Off-Campus Housing

The main campus has created an [off-campus housing guide for international students](#).

Meal Plans

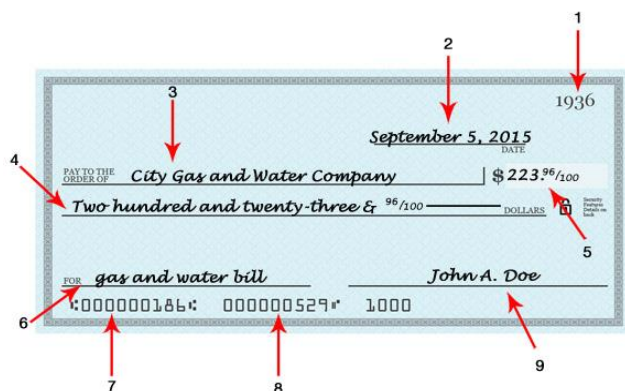
- All students living in the residence halls will choose a meal plan to fit their needs.
- 3 meal plans are offered to IEC students: 19, 15 and 10 meals per week.
- On Saturday and Sunday there are only two meals provided: brunch and dinner. In the summer there is usually a different selection of meal plans.
- Students with meal plans may eat in any dining hall on campus. The following dorms provide dining rooms: Farrand, Kittredge, Sewall, and Williams Village. There are also large dining halls in the Center for Community (C4C) and the University Memorial Center (UMC).
- Students may purchase “munch money” that is stored on the Buff OneCard and can be used as a debit card account at the mini-stores and grab-and-go vendors on campus.

If there is any problem with your room or your roommate, please see your IEC Academic Advisor. You will then be referred to the IEC Housing Coordinator or your Resident Advisor (RA).

Banking

Students may want to consider opening an account at a local bank. Although the IEC cannot recommend one bank over another, the following banks in Boulder do not require an SSN to open an account: Chase, First Bank, US Bank, and Wells Fargo.

It is very common to pay bills with checks. Here is an example check:



University Facilities

Medical Services

The Health Center is located on campus near the UMC at 18th and Broadway Street in a building called Wardenburg. Specialty clinics are available in the areas of Gynecology, Dermatology, ENT (Ear, Nose & Throat), Allergy, Orthopedics, Neurology, Dental, Podiatry, and Optometry. Medical Services is also equipped with an X-ray department, a pharmacy, a laboratory, an emergency room, a physical therapy department, and a psychiatric clinic.

If you feel you need an interpreter to communicate, tell this to the Medical Services staff. Medical Services has a phone translation service, and this service has translators for all languages. You may also decide to ask a friend who is more fluent in English and who knows your language to be your translator.

Medical Appointments

If students have a medical problem, it is best to make an appointment at Medical Services by calling 303-492-5432. It is important that students introduce themselves as IEC students.

When possible, students should make doctor's appointments either before or after classes or on Saturdays so that they do not miss class time. If students make an appointment, it is very important to keep it and arrive on time. Unless cancelled in advance, students will have to pay even if they did not go to the appointment.

If Medical Services decides a student should see a specialist, the health center has a referral service to help find appropriate doctors who take their particular insurance.

If you need to see a doctor for a non-life threatening condition after hours (that is, if Medical Services is closed), you can choose to visit an Urgent Care Facility in the area. Urgent Care Facilities have doctors on staff who can tend to your needs, and a visit to an Urgent Care Center is much cheaper than a visit to the Emergency Room. Here is a list of Urgent Care Facilities in the area:

[Boulder Medical Center](#)

2750 Broadway St
303-440-3000

Boulder

[Concentra Urgent Care](#)

3300 28th St
303-541-9090

Boulder

[Rocky Mountain Urgent Care](#)

4800 Baseline Road
303-499-4800

Boulder

[Metro Urgent Care](#)

297 US 287
720-274-7650

Lafayette

[NextCare Urgent Care](#)

4590 W 121st Av
303-439-4544

Broomfield

[Rocky Mountain Urgent Care](#)

6080 W 92nd Av
303-429-9311

Westminster

For Emergencies

Dial 911

Counseling and Psychiatric Services (CAPS)

CAPS offers confidential psychiatric and mental health services for issues such as anxiety, body image, depression, relationships, substance use and more.

Collegiate Recovery Center (CUCRC)

CUCRC provides support for those in recovery from substance use disorders or addictive behaviors and is a home for the sober community on the CU Boulder campus.

Colorado University Police Department (CUPD)

CU Boulder Libraries - All Libraries

- [CU Digital Library](#)
- [William A. Wise Law Library](#)
- [William M. White Business Library - Leeds Library](#)
- [Jerry Crail Johnson Earth Sciences & Map Library - Earth Sciences Library](#)
- [Leonard H. Gemmill Engineering, Math and Physics Library](#)
- [Howard B. Waltz Music Library](#)
- [Norlin Library](#): You may want to visit the section containing periodicals and foreign language newspapers. In addition, there is a section with college and university catalogs from academic institutions all over the country. Norlin Library also contains a collection of graded readers from the IEC, which can be checked out by students wishing to improve their extensive reading skills.

**Academic Success and Achievement Tutoring (ASAP)**

Students living in the residence halls or Bear Creek Apartments have access to this free small group and walk-in tutoring services.

BOLD Center

The BOLD Center is an inclusive community of engineering students that provides an enriching environment where engineering students learn with peers who have similar academic interests and expectations.

Center for Student Involvement

The Center for Student Involvement offers a wide variety of ways to get involved in campus life: a complete list of programs and events, the Student Organization Directory, etc.

Center for Inclusion and Social Change (CISC)

The goal is to support all students in the exploration of all of their identities and to create a welcoming and inclusive space on campus that supports academic and personal growth. We provide community-building programs, numerous educational opportunities for students to learn and teach, and a space for students to become active, informed global citizens by engaging and interacting with individuals from different cultures.

Office of Victims Assistance (OVA)

OVA offers free confidential support, advocacy and short-term counseling on topics such as: harassment and discrimination, physical and sexual assault, events that occur in a student's home country, etc.

University Memorial Center (UMC)

Known as the campus "living room," the UMC serves as the student center for the University of Colorado. There are several restaurants and lounges, television rooms, game areas, a movie theater, and a music lounge.

Wellness Center

The Wellness Center, located in Wardenburg, offers help with issues such as stress, smoking cessation, nutrition and sleep.

Writing Center

Located near the east entrance of Norlin Library, The Writing Center offers help at all stages of the writing process from planning through revision.

CU Bookstore

The CU Book Store offers a convenient place for students to prepare for classes with a large textbook department featuring rental, used and new textbooks as well as custom published materials and required course supplies. You can also find a full range of office products and school supplies to support your academic and professional pursuits. IEC students are strongly encouraged to purchase new textbooks for IEP classes.

CU Recreation Center

As an IEC student, you may use the Recreation Center facilities for a weekly fee. There is an ice arena, a gymnasium, swimming and diving pools, tennis courts, weight rooms, and handball and squash courts. To become a member, students should go directly to the Recreation Center cashier, show their Buff OneCard, and state that they are an IEC student.

CU Art Museum

CU Heritage Center

CU Natural History Museum



PROGRAM SPECIFIC INFORMATION

Intensive English Program & ESL Academic Bridge Program

Intensive English Program (IEP)

- The IEP is for students from abroad who are preparing to enter a U.S. college or university, or who simply want to improve English skills.
- The IEP integrates listening, speaking, reading, writing, and grammar.
- Students are required to take four core classes: Listening/Speaking, Reading, Writing, and one elective class.
- The IEP emphasizes necessary study skills for U.S. universities, the Internet-based TOEFL, and the IELTS.
- The IEP includes the latest ESL practices and materials.
- The IEP provides opportunities to interact with the community and to practice using English in real life settings.

ESL Academic Bridge Program

- The ESL Academic Bridge Program is for students who have been conditionally admitted to the University of Colorado Boulder but whose English proficiency does not meet the requirements for admission into their degree program. Bridge students are allowed to start a degree program at CU Boulder after they have met the requirement for English proficiency by completing the program.
- ESL Academic Bridge students must complete Level 8 at the IEC with no grade lower than a B- and with a cumulative grade point average (GPA) of 3.0 or higher.
- ESL Academic Bridge students must maintain a cumulative GPA of 2.7 or higher. In addition, students must earn a GPA of 2.7 or higher *each* session. Students must have a 3.0 GPA to exit the Bridge program for degree matriculation.
- As with all IEC students, Bridge students may repeat a level once. If they repeat their level, or if they do not maintain the required 2.7 GPA, they will receive a registration HOLD on their account. This HOLD can be lifted by speaking with their IEC Academic Advisor.
- Bridge students must pass at least $\frac{3}{4}$ of their classes and must pass their Writing and Reading classes. The University Prep class is not included in the promotion decision. They may have no more than one grade of C+ or lower each session. If they have more than one grade that is a C+ or lower, they *must* repeat their level. They will have the right to appeal for promotion if they receive more than one grade that is a C+ or lower. Note: Any grade of C- or higher is a passing grade at the IEC. The letter grades of D and F are failing grades at the IEC.
- ESL Academic Bridge students must be enrolled in a University Preparation (UP) class every session as a Level 4 student or higher. The UP class **does** count towards students' GPAs. If students pass the UP class with a B- or higher but must repeat the level, they are not required to retake the UP class. Instead, students will be required to meet with their IEC Academic Advisor to determine appropriate alternative programming. This UP class helps students become acquainted with academic culture in the United States and at CU in particular.

- Once entering the ESL Academic Bridge program, students cannot submit a TOEFL or IELTS test score to prove their English proficiency.
- If students decide to drop out of the ESL Academic Bridge Program, they would need to reapply to CU Boulder and wait at least one calendar year from the date they withdraw from the ESL Academic Bridge Program to begin their studies at CU Boulder's main campus. They are, of course, able to apply to other schools and universities.
- Students interested in joining the ESL Academic Bridge Program should see their IEC Academic Advisor.

IEP Program Specifics

Admissions Criteria

- ESL Academic Bridge students must be conditionally admitted to CU Boulder and only lacking the English requirement to matriculate.

Placement

To maximize students' progress in learning English, new students will:

- Write two short compositions
- Take a computer test in listening, reading, and grammar

Furthermore, all students take a diagnostic writing test the first week of classes. The results of this test will be used to determine whether or not the new student should be moved to a different level. If a student, after taking the diagnostic test, does not agree that they are in the right level, they may appeal by seeing their IEC Academic Advisor and filling out an Appeals Form.

Levels and Schedule

There are eight levels of study in the Intensive English Program:

Level 1	Helps students to develop a command of basic communicative English and to increase their vocabulary.
Level 2	Helps students to develop a thorough command of basic, communicative English and to increase their vocabulary. Simple note-taking skills are introduced as well as practice in fluency.
Level 3	
Level 4	Helps students improve the four skills: reading, writing, listening and speaking. Students begin writing paragraphs and essays and receive extensive instruction in how to cite sources.
Level 5	
Level 6	
Level 7	Prepares students for University study. Great emphasis is placed on academic reading, writing, listening and speaking. Students may have the option to enroll in one University ACCESS course.
Level 8	

Classes are held Monday **through** Friday. The Morning Program (for lower level students) runs 8:30am-12:10pm and the Afternoon Program (for upper level students) runs 1:00pm-4:40pm. This schedule may be flipped during the summer session.

IEC Academic Advisors

- Each student is assigned an IEC Academic Advisor during Registration and Placement week.



- Academic Advisors are IEC faculty members who are the first point of contact between the student and the academic program.
- IEC Academic Advisors distribute mid-session evaluations to students and are available to discuss any problem the student may have.
- Students can make an appointment to see their Academic Advisor at any time, using the online advisor appointment system, or MyCUHub system.

Electives

- Full-time students must choose an elective as part of their course studies.
- To discuss any questions about registering for an elective, students should see their IEC Academic Advisor.
- Students are encouraged to stay with the electives they have chosen. However, if a student decides to change their elective, they may do so only during the first week of classes. The process to transfer electives will be explained in the IEC Weekly email sent out on Monday of the first week of classes.

Ongoing Orientation

- New full-time students are required to enroll in a 2 hour/week class titled "Orientation," which provides students with a more in depth understanding of many aspects of US culture such as: Classroom Culture, Digital Literacy, Sustainability and Digital Responsibility. This course is typically held on Wednesdays from 10:30am-12:10pm (for upper level students) and 1:00pm-2:40pm (for lower level students).
- All students, once they have reached the Intermediate 2 level, are required to attend a special Honor Code workshop led by a staff member from CU Boulder's International Student and Scholar Services office (ISSS).

Mid-Session Evaluations

At mid-session (Monday of the fifth week of classes), IEC instructors write informal evaluations of each student, and these mid-session evaluations are distributed to the students by their IEC Academic Advisors.

End-of-Session Evaluation

At the end of the session, IEC instructors evaluate student work for the full eight-week session and post grades to Buff Portal.

On the last day of the session, students meet with their IEC Academic Advisor, who covers important dates and reminders and explains how to access student grades and CEFR Proficiency Scores in Buff Portal. The Student Success Coordinator sends copies of sponsored students' grades to the sponsors within one week of the end of the session.

Level Advancement

After completion of eight weeks at one level, instructors indicate whether a student is ready for the next level.

- Level advancement is based upon student work throughout the entire 8-week session.
- A student who passes at least three of their four core classes will be promoted to the next level. The writing class and the reading class must be passed in order to advance.

- To pass a class, a student must have a grade of C- or higher.
- Level advancement is for ALL classes. The IEC does not have split-level students.
- Students who continue at the same level will meet with their IEC Academic Advisor at the beginning of the next session to discuss strategies to help them succeed in achieving their academic goal of passing the level the second time.

Appeals and Complaint Process

Appeals Process

Students can fill out an Appeals form to make an appeal for one of the following reasons:

- Beginning of Session: Section Change or Level Change.
- Mid-Session: Re-evaluation of Probation Status or Honor Code Violation.
- End of Session: Level Change, Skip a Level, Final Exam Grade, Final Course Grade, Leave Status or Dismissal Status.

Appeals forms filled out at the beginning of a session must be turned in to an IEC Academic Advisor by Thursday, 5:00pm of the first week of classes. The Appeals Committee informs students of their decisions by 5:00pm on the first Friday of the session.

Appeals forms filled out at the end of a session must be turned in to an IEC Academic Advisor no later than 5:00pm on End of Session Advising Day. The Appeals Committee informs students of their decisions no later than 24 hours after the students' End of Session Advising meetings with their IEC Academic Advisors.

Complaint Process

If a student has a complaint, they are encouraged to talk to IEC faculty, staff, and IEC Academic Advisors first. If, however, students do not feel that their problem has been addressed sufficiently, the student may file a formal complaint by requesting a Complaint form from their IEC Academic Advisor, filling this form out, and then submitting it to the Student Success Coordinator. Students will be contacted within 24 hours of filing their complaint.

Appendix

85% Attendance Policy, One-Time Repeat Policy Forms

To make academic progress, it is important for all IEC students to attend class and actively participate in all assignments, exercises, and tasks. When you are absent, it has a negative effect on your learning. And since many assignments and activities depend on pair and group work, your absence has a negative effect on your classmates as well.

85% Attendance Policy

- Regular attendance is required in all IEC classes.
- **In order to continue to enroll at the IEC, you must attend a minimum of 85% of your classes each session.**
- You should always be on time and stay for the entire class. If you arrive late to class or leave early, this will affect your attendance percentage.
- There are no excused absences.
- No early exams or evaluations can be expected.

One-Time Repeat Policy

- In addition, you must show that you are making consistent progress throughout the IEC's eight levels of English language study.
- **You are allowed to repeat each level only once.** (You are allowed to repeat more than once, provided you are repeating a different level).

There are no exceptions to these policies. If you do not attend at least 85% of your classes each session, you may be dismissed from the IEC immediately and must leave the **United States within 15 days.** If you do not pass a level the second time, you will be required to transfer to a different English language program.

Student Code of Conduct

The purpose of the Student Code of Conduct is to maintain the general welfare of the IEC and the university community. The IEC and the university strive to make the campus community a place of study, work and residence where people are treated, and treat one another, with respect and courtesy. All students must follow the Student Code of Conduct. Students who violate these standards will be subject to the actions described below.

There are some behaviors that are not acceptable and can cause disruption to student learning in the IEC classrooms.

In addition to the above inappropriate behaviors, the conduct listed below is prohibited by the University's Student Code of Conduct. Violating any of the below standards with bold type will result in a minimum sanction of suspension unless specific and significant mitigating factors are present.

- Assaulting or physically abusing another person.
- Intimate partner abuse.
- Sexual misconduct.
- Indecently exposing one's body.
- Stalking.



- Hazing.
- Abusive conduct that creates an environment that is hostile or offensive.
- Violating any federal, state, or local law or university regulation.
- Interfering with a university activity.
- Interfering with a police or fire response.
- Failing to comply with university officials who are performing their duties.
- Failing to abide by a university sanction.
- Providing false information to IEC or university officials.
- Retaliating against or discouraging an individual from participating in a university process.
- Violating any Housing and Dining Services policy.
- Unauthorized entry into or exit from university property.
- Damaging university property.
- Engaging in, inciting, or arming someone for a riot or public disturbance.
- Use of electronic or other devices to make an audio or video record of another person without that person's express consent and/or knowledge.
- Possessing firearms, explosives, fireworks, incendiary devices, ammunition, or other weapons on campus.
- Theft.
- Possessing, using, providing, manufacturing, distributing, or selling drugs or drug paraphernalia in violation of law or university policies.
- Possessing, using, providing, manufacturing, distributing, or selling alcoholic beverages in violation of law or university policies.

Prohibited conduct also includes conduct engaged in by electronic means including, but not limited to, computers (such as with use of the Internet for email or social media purposes), and type of phone (such as by calls, texts, instant messaging, or the Internet), or any other means of electronic communication.

Any student found violating one of the above standards not in bold type will be written up by the Director. A copy of this write-up will be placed in the student's academic file. If the student is sponsored, the sponsor will be notified. If the student receives three such write-ups during their course of studies at the IEC, this student may be asked to leave the IEC.

Adapted from: Student Conduct Code Policies & Procedures 2011-2012, Office of Student Conduct, University of Colorado Boulder. Effective 8/1/2011.

Student Honor Code

Honor is about academic integrity, moral and ethical conduct, and pride of membership in a community that values academic achievement and individual responsibility. Cultivating honor lays the foundation for lifelong integrity, developing in each of us the courage and insight to make difficult choices and accept responsibility for actions and their consequences, even at personal cost.

As citizens of an academic community of trust, CU-Boulder students do not lie or cheat whether they are on campus or acting as representatives of the university in surrounding communities. Neither should they suffer by the dishonest acts of others.

All students of the University of Colorado Boulder are responsible for knowing and adhering to the academic integrity policy. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Program Manager for Student Academics and Success. Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions. Students found violating the Honor Code will be written up the same as a student who has violated the Student Code of Conduct.

Adapted from: <http://honorcode.colorado.edu>, Honor Code Office, University of Colorado Boulder.

CEFR Overall Illustrative English Proficiency Scales

IEC Listening Proficiency Scale
<p>A0</p> <ul style="list-style-type: none"> • Can understand simple spoken words.
<p>A1</p> <ul style="list-style-type: none"> • Follows speech that is very slow and carefully articulated, with long pauses to assimilate meaning. • Understands everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly in clear, slow and repeated speech • Understands instructions addressed carefully and slowly to them and follow short, simple directions. • Understands basic vocabulary, like isolated words and phrases, related to particular concrete situations.
<p>A2-</p> <ul style="list-style-type: none"> • Understands phrases and expressions related to areas of most immediate priority (e.g. basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated. • Understands and extracts the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. • Understands what is said clearly, slowly and directly in simple everyday conversation. • Understands simple directions relating to how to get from X to Y, by foot, public or personal transportation. • Uses sufficient vocabulary about routine, everyday, familiar situations and topics.
<p>A2+</p> <ul style="list-style-type: none"> • Understands enough to be able to respond effectively in conversation, provided speech is clearly and slowly articulated. • Identifies the topic of discussion around them if conducted slowly and clearly.



- Catches the main point in short, clear, simple messages and announcements.
- Identifies the main point of TV news items reporting events, accidents etc. where the visual supports the commentary.
- Follows changes of topic of factual TV news items, and forms an idea of the main content.
- Understands enough to manage simple, routine exchanges without undue effort.
- Can generally understand clear, standard speech on familiar matters provided learner can ask for repetition

B1-

- Understands the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc., including short narratives.
- Understands the main points of simpler recorded material about familiar subjects delivered relatively slowly and clearly.
- Follows clearly articulated speech directed at learner in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases.
- Can take notes as a list of key points during a straightforward lecture, provided the topic is familiar, and the talk is both formulated in simple language and delivered in clearly articulated standard speech.
- Understands sufficient vocabulary on most topics pertinent to everyday life such as family, hobbies and interests, work, travel, and current events.

B1+

- Understands straightforward factual information about common every day or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.
- Understands the information content of the majority of recorded material on topics of personal interest delivered in clear standard speech.
- Follows the main points of extended discussion, provided speech is clearly articulated in standard dialect.
- Follows a lecture or talk within their own field, provided the subject matter is familiar and the presentation straightforward and clearly structured.
- Understands the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.
- Can take notes during a lecture, which are precise enough for learner's own use at a later date, provided the topic is within learner's field of interest and the talk is clear and well-structured.

B2-

- Understands the main ideas of linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussion in learner's specialization.
- Follows extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is signposted by explicit markers.
- Understands most recorded or audio material delivered in standard dialect and can identify the speaker's mood, tone, and intonation.
- Understands a clearly structured lecture on a familiar subject, and can take notes on points which strike learner as important, even though learner may miss some information. Understands standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally



encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.

- Understands announcements and messages on concrete and abstract topics spoken in standard dialect at normal speed.

B2+

- Understands standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life.
- Understands recordings in standard dialect likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content.
- Follows the essentials of lectures, talks and reports and other forms of academic presentation which are propositionally and linguistically complex.
- Understands most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and identify the speaker's mood, tone etc.
- Uses a broad active listening vocabulary, but may experience some difficulty with low-frequency idioms.

C1

- Understands enough to follow extended speech on abstract and complex topics beyond their own field, though they may need to confirm occasional details, especially if the accent is unfamiliar.
- Follows extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly.
- Easily follows complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics.
- Follows most lectures, discussions and debates with relative ease.
- Understands complex technical information, such as operating instructions, specifications for familiar products and services.
- Understands a wide range of recorded and broadcast audio material, including some non-standard usage, and identifies finer points of detail including implicit attitudes and relationships between speakers.
- Takes detailed notes during a lecture on topics in their field of interest, recording the information so accurately and so close to the original that the notes could also be useful to other people.
- Has a broad lexical repertoire, being able to recognize a wide range of idiomatic expressions and colloquialisms, appreciating register shifts.

**IEC Speaking Proficiency Scale****A0**

- Produces simple mainly isolated phrases about people and places.
- Can give a very short, rehearsed statement.
- Makes an introduction and uses basic greeting and leave-taking expressions.

A1

- Is understood with some effort by native speakers used to dealing with speakers of their language group.
- Can communicate simply, but requires repetition, slowed speech, rephrasing and repair
- Can ask and answer simple questions, initiate, and respond to simple statement in areas of immediate need or on very familiar topics.
- Indicates time by such phrases as next week, last Friday, in November, three o'clock.
- Replies to simple direct questions spoken very slowly and clearly in direct non-idiomatic speech about personal details.
- Manages very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions and less familiar words.
- Shows only limited control of a few simple grammatical structures and sentence patterns in a learned repertoire.

A2-

- Is understood with some effort by native speakers used to dealing with speakers of their language group.
- Exchanges information on familiar and routine matters to do with work, school, and free time.
- Can handle very short social exchanges but is rarely able to understand enough to keep conversation going.
- Establishes social contact: greetings and farewells; introductions; giving thanks.
- Makes and responds to invitations and apologies.
- Describes likes and dislikes.
- Can give a very short, rehearsed basic presentation on a familiar subject.
- Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.
- Uses some simple structures correctly, but still systematically makes basic mistakes.

A2+

- Pronounces words that are generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.
- Interacts with reasonable ease in structured situations and short conversations, provided the other person helps if necessary.
- Manages simple, routine exchanges without undue effort.
- Can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.



- Can discuss what to do next, making and responding to suggestions, asking for and giving directions.
- Deals with common aspects of everyday living such as travel, lodgings, eating and shopping.
- Gives and receives information about quantities, numbers, prices etc.
- Can give a short, rehearsed presentation on a topic pertinent to everyday life, with reasons and explanations, plans and actions.
- Can make self understood in short contributions, even though pauses, false starts and reformulation are very evident.
- Uses some simple structures correctly, but still systematically makes basic mistakes; nevertheless, it is usually clear what learner is trying to say.

B1-

- Pronounces words that are generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.
- Uses a wide range of simple language to deal with most daily situations.
- Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest, or pertinent to everyday life.
- Gives brief comments on the views of others.
- Makes their opinions and reactions understood.
- Briefly gives reasons and explanations for opinions, plans and actions.
- Takes part in routine formal discussion of familiar subjects.
- Provides concrete information required in an interview, but with limited precision.
- Gives a prepared straightforward presentation on a familiar topic within learner's field that is clear enough to be followed without difficulty most of the time.
- Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.
- Uses reasonably accurately a repertoire of frequently used grammar patterns associated with more predictable situations.

B1+

- Pronounces words that are clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.
- Communicates with some confidence on familiar routine and non-routine matters related to learner's interests and professional field.
- Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem.
- Expresses a point of view clearly, but has difficulty engaging in debate.
- Describes how to do something, giving detailed instructions.
- Summarizes and gives their opinion about a text or talk.
- Expresses thoughts on more abstract, cultural topics such as films, books, music, etc.
- Can explain why something is a problem, discuss what to do next, compare and contrast alternatives.
- Can carry out a prepared interview, checking and confirming information.



- Gives a prepared straightforward presentation on a familiar topic within learner's field, which is clear enough to be followed without difficulty most of the time.
- Expresses ideas with relative ease. Despite some problems with formulation resulting in pauses and "cul-de-sacs", learner is able to keep going effectively without help.
- Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what learner is trying to express.

B2-

- Pronounces words that are clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.
- Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments.
- Helps the progress of the work by inviting others to join in.
- Can give a clear, detailed description of how to carry out a procedure.
- Participates actively in formal discussions.
- Develops an argument well enough to be followed without difficulty most of the time.
- Can give a clear, prepared presentation, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options.
- Interacts with a degree of fluency and spontaneity that makes communication with native speakers quite possible without imposing strain on either party.
- Shows a relatively high degree of grammatical control. Does not make mistakes that lead to misunderstanding.

B2+

- Speaks with clear pronunciation and accurate intonation
- Uses the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas.
- Highlights the personal significance of events and experiences, and sustains views clearly by providing relevant explanations and arguments.
- Keeps up with animated discussions, accurately identifying supporting and opposing arguments.
- Can negotiate a solution to a dispute.
- Can express ideas and opinions with precision, and present and respond to complex lines of argument convincingly.
- Carries out a fluent interview, departing spontaneously from prepared questions, and following up with interesting replies.
- Synthesizes information and arguments from a number of sources.
- Gives a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail.
- Communicates spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.
- Has good grammatical control. Occasional "slips" or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect.

C1

- Varies intonation and uses sentence stress correctly in order to express finer shades of meaning.



- Develops an argument systematically with appropriate highlighting of significant points, and relevant supporting detail.
- Easily keeps up with debates, even on abstract, complex unfamiliar topics
- Argues a formal position convincingly, responding to questions and comments and answering complex lines of counterargument fluently, spontaneously and appropriately.
- Uses a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.
- Understands in detail speech on abstract and complex topics of a specialist nature beyond their own field, though they may need to confirm occasional details, especially if the accent is unfamiliar.
- Uses language flexibly and effectively for social purposes, including emotional, allusive and joking usage.
- Participates fully in an interview, as either interviewer or interviewee, expanding and developing the point being discussed fluently without any support, and handling interjections well.
- Can give a clear, well-structured presentation of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples.
- Expresses self fluently and spontaneously, almost effortlessly. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.
- **Consistently** maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.



IEC Reading Proficiency Scale
<p>A0</p> <ul style="list-style-type: none"> • Can read simple words, rereading as required.
<p>A1</p> <ul style="list-style-type: none"> • Understands very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required. • Recognizes familiar names, words and very basic phrases on simple notices in the most common everyday situations. Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support. • Follows short, simple written directions (to go from X to Y) • Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.
<p>A2-</p> <ul style="list-style-type: none"> • Understands short, simple texts containing the highest frequency vocabulary. • Can identify specific information in simpler written material such as advertisements, menus, and timetables.. • Can locate specific information in lists and isolate the information required. • Has basic vocabulary about routine, every day, familiar situations and topics. <p>A2+</p> <ul style="list-style-type: none"> • Understands short, simple texts on familiar matters of a concrete type which consist of high frequency every day or job-related language. • Can identify specific information in simpler written material such as letters, brochures and short newspaper articles describing events. • Has sufficient vocabulary about routine, every day, familiar situations and topics.
<p>B1-</p> <ul style="list-style-type: none"> • Reads straightforward factual texts on subjects related to their field and interest with a satisfactory level of comprehension. • Recognizes significant points in straightforward articles on familiar subjects. • Summarizes short written passages in a simple fashion. • Finds and understands relevant information in every day material, such as letters, brochures and short official documents • Recognizes significant points in straightforward newspaper articles on familiar subjects. • Has sufficient vocabulary on most topics pertinent to everyday life such as family, hobbies and interests, work, travel, and basic vocabulary on current events. <p>B1+</p> <ul style="list-style-type: none"> • Identifies the main conclusions in clearly signaled argumentative texts. • Recognizes significant points in straightforward articles on familiar subjects.



- Can collate short pieces of information from several sources and summarize them.
- Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.
- Identifies the main conclusions in clearly signaled argumentative texts.
- Recognizes the line of argument in the treatment of the issue presented, though not necessarily in detail.
- Paraphrases short written passages in a simple fashion.
- Has sufficient vocabulary on most topics pertinent to everyday life and current events.

B2-

- Reads with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively.
- Understands articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.
- Summarizes extracts from articles and news items containing opinions, argument and discussion.
- Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.

B2+

- Can obtain information, ideas and opinions from highly specialized sources within learner's field or interests.
- Scans quickly through long and complex texts, locating relevant details.
- Understands specialized articles outside learner's field, provided learner can use a dictionary occasionally.
- Summarizes a wide range of factual and imaginative texts, commenting on and discussing contrasting points of view and the main themes.
- Can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile.
- Has a good range of vocabulary for matters connected to their field and most general topics.

C1

- Understands in detail lengthy, complex texts, whether or not they relate to their own area of specialty, provided they can reread difficult sections.
- Understands in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.
- Summarizes long, demanding texts.
- Has a good command of a broad lexical repertoire, idiomatic expressions and colloquialisms.

**IEC Writing Proficiency Scale****A0**

- Knows all letters of the alphabet.
- Can write words.
- Has minimal vocabulary.
- Has little to no grammar.

A1

- Writes simple isolated phrases and sentences about self, living conditions, or job.
- Has little to no development.
- Has no flow of expression.
- Demonstrates little to no organizational skills.
- Uses a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.
- Shows only limited control of a few simple grammatical structures and sentence patterns in a learned repertoire.

A2-

- Can write a series of simple phrases and sentences about family, living conditions, educational background, or job.
- Demonstrates minimal organizational skills.
- Has little development.
- Demonstrates minimal flow of expression.
- Uses limited vocabulary.
- Has limited verb use and minimal control.
- Writes a series of simple phrases and sentences linked with simple connectors (*and*, *but*, and *because*).
- Has frequent errors in structure that can obscure meaning.

A2+

- Writes about everyday aspects of learner's environment.
- Writes very short, basic descriptions of events, past activities and personal experiences.
- Demonstrates understanding of paragraph organization.
- Produces a paragraph with minimal supporting ideas.
- Demonstrates some fluency and expression of ideas.
- Uses sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics, for coping with simple survival needs, and for dealing with concrete everyday needs.
- Uses some simple structures correctly, but still systematically makes basic mistakes with verb tenses; nevertheless, it's usually clear what they're trying to say.

B1-



- Writes straightforward connected texts on a range of familiar subjects within learner's field of interest.
- Produces a well-developed paragraph(s) and may attempt an essay, but unsuccessfully.
- Demonstrates good understanding of paragraph organization.
- Demonstrates limited coherence.
- Demonstrates adequate fluency and expression of ideas.
- Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.
- Can accurately use simple verb tense.
- Uses simple and compound sentences, and limited complex sentences (*because, when, before, after*).
- Has some errors in structure that may obscure meaning.

B1+

- Produces a well-developed paragraph(s).
- Demonstrates strong understanding of paragraph organization.
- Writes short essays on topics of interest.
- Demonstrates some coherence through organization and word choice.
- Demonstrates adequate fluency and expression of ideas.
- Can summarize, report and give opinion about accumulated factual information on familiar matters within learner's field with some confidence.
- Uses sufficient vocabulary to express themselves with some circumlocutions on most topics pertinent to everyday life such as family, hobbies and interests, work, travel, and current events.
- Uses a variety of simple and compound sentences, and some complex sentences; has reasonable accuracy of other structures in extended discourse.
- Has strong control of simple verb tense use; has some control of verb tense and aspect, but occasionally obscures meaning.
- Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what they are trying to express.

B2-

- Can write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options.
- Produces extended, increasingly well-developed essays.
- Demonstrates coherence through organization and word choice.
- Demonstrates good fluency and expression of ideas in writing.
- Can vary word choice to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.
- Uses a variety of sentence structures.
- Has good control of verb tense and aspect, with occasional errors.
- Has good accuracy of other structures in extended discourse, and the few errors create little to no obscurity of meaning.

**B2+**

- Can write clear, detailed texts on a variety of subjects related to learner's field of interest, synthesizing and evaluating information and arguments from a number of sources.
- Can write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail.
- Can evaluate different ideas or solutions to a problem.
- Clearly articulates ideas in an extended, well-developed essay.
- Demonstrates good coherence through organization and word choice.
- Demonstrates strong fluency and well-developed expression of ideas.
- Demonstrates a sophisticated use and wide range of vocabulary for matters connected to their field and most general topics.
- Uses an effective variety of sentence structures.
- Uses verb tense and aspect appropriately.
- Show a relatively high degree of grammatical control with few errors. Does not make mistakes which lead to misunderstanding. Occasional "slips" or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect.

C1

- Writes clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion.
- Demonstrates strong coherence through organization and word choice.
- Demonstrates strong fluency and well-developed expression of ideas.
- Demonstrates a sophisticated use and wide range of vocabulary. Has a good command of idiomatic expressions and colloquialisms. Occasional minor slips, but no significant vocabulary errors.
- Uses an effective variety of sentence structures.
- **Consistently** maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.