iTEP Ability Guide

Use this table to see at a glance how well an individual can use English to communicate "in the real world" at each of iTEP's levels.

iTEP	CEFR	Listening	Reading	Writing	Speaking
6.0	C1 Advanced	▫ C5omprehends overall meaning and virtually all details of lectures on diverse topics	• Requires little extra reading time and rarely uses the dictionary	• Satisfies demands of most general academic tasks with occasional grammar and style mistakes	• Pronunciation demands only slight extra effort from listeners
5.9 ↑ 5.0	B2 Upper-Intermediate	▫ Grasps main ideas and the majority of supporting details from upper-level lectures	• Utilizes contextual and syntactic clues to interpret meaning of complex sentences and new vocabulary	• Writes reasonably coherent essays on familiar topics, but with some grammatical weakness • Exhibits fairly good organization and development	• Expresses viewpoints in fairly long stretches of discourse • Begins to express abstract concepts, especially on familiar topics • Some errors in word choice and cultural appropriateness • Pronunciation requires effort from listeners
4.9 ↑ 4.0	B1 Intermediate	• Occasionally needs to ask for repetition or clarification • Begins to determine the attitudes of speakers • Understands main ideas from academic lectures, but misses significant details	• Gathers most main ideas from textbooks and articles, but has an uneven grasp of details • Limited vocabulary impedes speed	• Communicates basic ideas, but with weak organizational structure and grammatical mistakes • Does not have a complete grasp of stylistic features • Vocabulary frequently lacks precision and sophistication	• Expresses viewpoints in short sentences • Generates questions, greetings, expressions of needs, and preferences • Pronunciation requires significant effort from listeners
3.9 ↑ 2.5	A2 Elementary	• Maintains comprehension during conversations on familiar topics • Relies heavily on nonverbal cues and repetition • Unfamiliarity with complex structures and higher-level vocabulary leaves major gaps in understanding	• Begins to determine meaning of words by surrounding context • Understands simple reading materials • Major vocabulary gaps lead to frequently inaccurate or incomplete comprehension and slow pace	• Expresses him/herself with some circumlocution on familiar topics • Considerable effort required by the reader to identify intended meaning • Uses only basic vocabulary and simple grammatical structures	• Generates simple questions, greetings, expressions of needs, and preferences • Pronunciation requires intense effort from listeners • Capable of short, simple presentations on familiar topics
2.4 ↑ 0.1	A1 Beginner	• Understands very basic exchanges when spoken slowly using simple vocabulary • Understands simple greetings, statements, and questions when spoken with extra clarity • Follows simple familiar instructions • Frequently requires repetition for comprehension • Understands a few isolated words or phrases spoken slowly	• Comprehends only highly simplified phrases or sentences • Identifies the main idea of short passages • Recognizes familiar cohesive devices and basic pronouns • Demonstrates understanding of a few simple grammatical and lexical structures • Recognizes the alphabet and isolated words	• Makes basic mistakes systematically • Writes only short, simple sentences, often characterized by errors that obscure meaning • Provides personal details with correct spelling and can copy familiar words and phrases • Produces isolated words and phrases	• Responds to simple questions • Speech is marked with stress and intonation patterns • Communication is understood for short utterances • Pauses, false starts, and reformulation are common • Communicates with single words and short phrases at "survival level" • Pronunciation is mostly unintelligible