ILI's Intensive English Program (IEP) helps students whose native language is not English make the transition to undergraduate and graduate programs and professional work both in and outside of the United States. The IEP runs 4-week monthly sessions, with one 7-week session in November and December. The weekly schedule of the on-campus IEP consists of 21 hours a week (Monday to Friday 9:00-12:00 and Monday to Thursday 1:00-2:30). The Online IEP consists of 21 weekly hours split into 10 hours live classes on Zoom and 11 hours of guided independent work on Google Classroom.

The IEP bases its 6 levels on the internationally recognized Common European Framework (CEFR). IEP curriculum and materials dovetail with CEFR learning objectives and sequencing. IEP instructors utilize the rubric to assess proficiency, measure progress, and provide feedback. This evaluation is delivered to students via daily error correction, weekly and monthly instructor feedback, and monthly one-on-one student/instructor conferences.

**IEP Monthly Course Syllabus**

At the beginning of every session, receive a syllabus, schedule, and learning goals for the month. In addition, students vote on topics that they want to work on in order to make the course relevant to their interests and academic, professional, and personal goals.

Attached are the “can do” statements for each level. These “can do” statements specify what students learn and practice in class at that level. The teacher assesses what a student “can do” three ways: daily participation, weekly homework folders or Google classroom assignments, and monthly tests. All three are equally important to show what a student “can do.” At the end of the month, the teacher gives the student a Student Progress Report with feedback about his or her progress with the “can do” skills.

Students improve and progress at different speeds. It usually takes several months to meet the “can do” statements of a level. When a student stays in the same level from month to month, he or she does not repeat lessons. Students continue practicing the scope of skills of that level using different materials until they are proficient. When students begin a new level, they start studying new “can do” skills, and the process continues. Students move to a new level when they demonstrate proficiency in a majority of the “can-do” statements.

<table>
<thead>
<tr>
<th>IEP/CEFR Level</th>
<th>TOEFL iBT Score</th>
<th>IELTS Score</th>
<th>Estimated length of study from the beginning to the end of a level</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1 (Beginner)</td>
<td>0-20</td>
<td>0-2</td>
<td>2-3 months</td>
</tr>
<tr>
<td>A2 (Elementary)</td>
<td>20-40</td>
<td>2-4</td>
<td>3-5 months</td>
</tr>
<tr>
<td>B1 (Intermediate)</td>
<td>40-70</td>
<td>4-6</td>
<td>6-8 months</td>
</tr>
<tr>
<td>B2 (Upper Intermediate)</td>
<td>70-95</td>
<td>6-7</td>
<td>8-9 months</td>
</tr>
<tr>
<td>C1 (Advanced)</td>
<td>95-110</td>
<td>7-8</td>
<td>12–14 months</td>
</tr>
<tr>
<td>C2 (Proficiency)</td>
<td>110-120</td>
<td>8-9</td>
<td>Not applicable</td>
</tr>
</tbody>
</table>
Assessment in on-campus IEP

Student progress is assessed by the instructor according to the 6-Level IEP/CEFR Rubric and delivered to the student via the following:

- Daily classroom participation in speaking, reading, writing, listening, and pronunciation activities with instructor guidance and feedback.
- Weekly homework folder with instructor feedback and error correction.
  - Vocabulary Page
  - Error Page
  - Newspaper Page (*News for You* recommended)
  - Community Visit Page
  - Home Stay Page
  - Reading Journal
- Monthly exam with instructor feedback.
- Monthly presentation with instructor feedback.
- Monthly student/teacher conference.
- Student Progress Report (every 3 months) and Monthly Academic Feedback with instructor feedback.

Assessment in Online IEP

Student progress is assessed by the instructor according to the 6-Level IEP/CEFR Rubric and delivered to the student via the following:

- Daily Zoom participation in speaking, reading, writing, listening, and pronunciation activities with instructor guidance and feedback.
- Weekly 11 hours of Google Classroom independent work, assigned and submitted on a daily basis.
- Monthly exam with instructor feedback.
- Monthly presentation with instructor feedback.
- Monthly student/teacher conference.
- Student Progress Report (every 3 months) and Monthly Academic Feedback with instructor feedback.

6-Level IEP/CEFR Student Learning Outcomes

A1 Student Learning Outcomes

By the end of the A1 level course and before entering level A2, the student will be able to the following:

- Can understand and use familiar everyday expressions and basic phrases aimed at the satisfaction of needs of a concrete type, such as ordering food, making appointments, and meeting basic survival needs.
- Can introduce him/herself and others and ask and answer questions about personal details and preferences such as where he/she lives, people he/she knows, and things he/she has, does, likes, and wants, and how he/she feels.
- Can write short simple phrases and sentences, especially in documents such as forms, lists, and messages with correct spelling and punctuation.
- Can read and understand short texts on familiar topics and obtain information from common signs, symbols, and phrases.
- Can demonstrate some grammatical control of simple phrases and short, basic sentences and questions.
- Can use simple present, simple past, and simple future verb tenses.
- Can describe places and locations using nouns with articles and prepositions.
- Can make comparisons using adjectives.
- Can use adverbs of frequency in sentences and questions.
- Can use the colors of the IEP error key to self-correct for verb, article, and preposition accuracy.
- For additional course objectives, see the 6-Level IEP/CEFR Rubric.
A2 Student Learning Outcomes
By the end of the A2 level course and before entering level B1, the student will be able to do the following:

- Can converse about familiar topics, such as personal and family information, hobbies, shopping, local geography, employment, and school with some degree of appropriate formality or informality.
- Can give a description of people, living or working conditions, past events, goals, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list, rudimentary paragraph, or brief presentation.
- Can retell and comment on short, simplified texts containing frequently used phrases and vocabulary, including stories, letters, emails, advertisements, and instructions.
- Can edit own writing using the IEP error key colors and symbols (WW/WO/F/N).
- Can show grammatical control of compound sentences using and, but, and or.
- Can use some dependent clauses (when, after, before, because) in writing and speech.
- Can use all simple verb tenses, present continuous, past continuous, and present perfect in sentences and questions.
- Can pronounce most basic vocabulary clearly enough to allow basic communication.
- For additional course objectives, see the 6-Level IEP/CEFR Rubric.

B1 Student Learning Outcomes
By the end of the B1 level course and before entering level B2, the student will be able to do the following:

- Can engage in discussions about work, school, and leisure, explaining relevant points, reaching a shared understanding, and following appropriate social conventions.
- Can describe experiences, plans, and opinions, giving reasons with some clarity and detail.
- Can produce connected text on familiar topics of personal interest with a range of common vocabulary, connecting language and transitions words, and some academic or professional vocabulary.
- Can scan, skim, and summarize a variety of moderately simplified texts, including some straightforward authentic texts, demonstrate satisfactory comprehension, and use the information to explain an opinion with supporting details and without copying from the original.
- Can write well-developed paragraphs and rudimentary 5-paragraph essays in a variety of modes, such as cause/effect, compare/contrast, description, narrative, pro/con, and classification.
- Can follow clearly articulated speech while expressing and responding to feelings such as surprise, sympathy, annoyance, and happiness with appropriate intonation.
- Can pronounce most common vocabulary and some academic or professional language clearly enough to allow effective communication in a school or work environment.
- Can edit his/her own writing with some degree of independence using the IEP error key.
- Can use a variety of prepositional phrases and phrasal verbs.
- Can show some control of simple, continuous, and perfect verb tenses and modal verbs.
- Can show control of gerund and infinitive forms.
- Can show some control of most common dependent clauses, such as if, even though, by the time, who, which, since, as, when, while, because, and so on.
- Can give a 5-minute presentation on a topic of personal interest using a note card after in-class practice.
- For additional course objectives, see the 6-Level IEP/CEFR Rubric.

B2 Student Learning Outcomes
By the end of the B2 level course and before entering level C1, the student will be able to:

- Can interact with a degree of fluency, clarity, and spontaneity using idiomatic language appropriate for academic or work settings.
- Can discuss familiar and unfamiliar academic and vocational topics, making clear and relevant contributions in both large and small groups.
- Can write effective, detailed text, including 3-page essays and reports, on a wide range of subjects, elaborating on a viewpoint with persuasive evidence in an appropriate format and style.
- Can summarize, analyze, and synthesize complex texts on both concrete and abstract topics, including technical discussions in his/her field of specialization.
- Can paraphrase and summarize authentic texts without plagiarizing.
- Can adapt tone and language of speech and writing to different listeners, moods, and social situations, showing some control of connotation and nuance.
- Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes and using appropriate reference sources selectively.
- Can vary sentence length and structure to enhance the flow, style, and impact of essays and presentations.
- Can give a 5-minute presentation using common academic and professional language and field unanticipated questions from the audience.
- Can edit his/her own writing with a large degree of independence, self-editing most errors with minimal instructor guidance.
- Can show control of all 12 verb tenses and all modals in speech and writing.
- Can show control of unreal situations, the 3rd conditional, and past modals.
- Can show some control of most common compound/complex sentence structures, including those using if, even though, by the time, who, which, since, as, when, while, because, and so on.
- For additional course objectives, see the 6-Level IEP/CEFR Rubric.

**C1 Student Learning Outcomes**

By the end of the C1 level course and before entering level C2, the student will be able to do the following:

- Can express ideas fluently and spontaneously without much obvious searching for expressions, showing control of nuance, connotation, and tone through intonation and idiomatic language.
- Can use language flexibly and effectively for social, academic, and professional purposes among native speakers, making persuasive and personalized contributions to discussions without strain.
- Can produce well-structured, detailed text on complex subjects, showing strategic use of organizational patterns, connectors, and cohesive devices, incorporating persuasive and properly cited supporting evidence, and employing a style and tone appropriate for the audience and purpose.
- Can analyze a wide range of demanding non-simplified, authentic texts and recognize implicit meaning, adapting responses to the audience and purpose.
- Can follow and respond to loosely structured and extended authentic speech and recorded materials, from films to lectures, understanding implicit meanings, unfamiliar vocabulary, and a range of idioms.
- Can show skill with virtually all common grammatical structures, making few distracting grammatical errors.
- For additional course objectives, see the 6-Level IEP/CEFR Rubric.

**C2 Student Learning Outcomes**

By the end of the C2 level, the student will be able to do the following:

- Can understand, summarize, and analyze with ease virtually everything heard or read, regardless of difficulty.
- Can synthesize and analyze information from different spoken and written sources, reconstructing arguments and accounts in a persuasive presentation or text.
- Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in the most complex situations, with a mastery of idiomatic language.
- Can write academic and professional texts of great length and complexity with a mastery of style, tone, and nuance appropriate for the most demanding audiences and contexts.
- Can work successfully in virtually any social, professional, and academic situation alongside native speakers with no strain for either party.
- For additional course objectives, see the 6-Level IEP/CEFR Rubric.
<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
</table>
| **A1** | Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type, such as ordering food, making appointments, and meeting basic survival needs.  
Can introduce him/herself and others and can ask and answer questions about personal details and preferences such as where he/she lives, people he/she knows, and things he/she has, does, and likes.  
Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.  
Can write short simple phrases and sentences, especially in documents such as forms, lists, and messages.  
Can read and understand short texts on familiar topics and obtain information from common signs, symbols, and phrases.  
Can show some grammatical control of simple phrases and short, basic sentences. |
| **A2** | Can converse about familiar topics, such as personal and family information, shopping, local geography, employment, and school.  
Can communicate in routine tasks requiring a simple and direct exchange of information on familiar matters with some degree of appropriate formality.  
Can give a simple description or presentation of people, living or working conditions, past events, goals, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list or rudimentary paragraph with occasional confusion.  
Can retell and comment on short, simple texts containing frequently used phrases and vocabulary, including stories, letters, emails, advertisements, and instructions.  
Can show some grammatical control of sentences despite frequent errors, demonstrating knowledge of many basic grammatical structures.  
Can pronounce basic vocabulary clearly enough to allow basic communication. |
| **B1** | Can engage in discussions about work, school, and leisure, explaining relevant points, reaching a shared understanding, and following appropriate social conventions with minimal confusion.  
Can describe experiences, plans, and opinions, giving reasons with reasonable clarity and detail.  
Can produce connected text on familiar topics of personal interest, including writing well-developed and detailed paragraphs with a range of common vocabulary and limited academic or professional language.  
Can scan, skim, and summarize a variety of straightforward texts, demonstrate satisfactory comprehension, and use the information to explain an opinion with supporting details and without copying from the original text.  
Can follow clearly articulated speech with minimal repetition while expressing and responding to feelings such as surprise, sympathy, annoyance, and happiness with appropriate intonation.  
Can pronounce most common vocabulary and some academic or professional language clearly enough to allow effective communication in a school or work environment.  
Grammatical errors may be frequent and show lack of control but rarely cause confusion. Some knowledge of most common grammatical structures. |
<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
</table>
| **B2** | • Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers possible with minimal strain for either party.  
• Can engage in discussion about familiar and unfamiliar academic and vocational topics, making clear and relevant contributions in both large and small groups with minimal strain.  
• Can write and self-edit effective, detailed text, including essays and reports, on a wide range of subjects, elaborating on a viewpoint with persuasive evidence in an appropriate format and style.  
• Can summarize, analyze, and synthesize complex texts on both concrete and abstract topics, including technical discussions in his/her field of specialization.  
• Can adapt tone and language to different listeners, moods, and social situations.  
• Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience difficulty with low-frequency idioms and highly academic vocabulary.  
• Can pronounce most common academic and professional language clearly, though intonation issues may remain.  
• **Grammatical errors are due more to complexity than lack of control.** Some skill with most common grammatical structures. |
| **C1** | • Can express ideas fluently and spontaneously without much obvious searching for expressions, showing control of nuance, connotation, and tone through intonation and idiomatic language.  
• Can use language flexibly and effectively for social, academic, and professional purposes among native speakers, making persuasive and personalized contributions to discussions without strain.  
• Can produce well-structured, detailed text on complex subjects, showing strategic use of organizational patterns, connectors, and cohesive devices, incorporating persuasive and properly cited supporting evidence, and employing a style and tone appropriate for the audience and purpose.  
• Can analyze a wide range of demanding non-simplified, authentic texts and recognize implicit meaning, adapting responses to the audience and purpose.  
• Can follow and respond to loosely structured and extended authentic speech and recorded materials, from films to lectures, understanding implicit meanings, unfamiliar vocabulary, and a wide range of idioms.  
• **Grammatical errors no longer distracting.** Shows skill with virtually all common grammatical structures. |
| **C2** | • Can understand, summarize, and analyze with ease virtually everything heard or read, regardless of difficulty.  
• Can synthesize and analyze information from different spoken and written sources, reconstructing arguments and accounts in a persuasive presentation or text.  
• Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in the most complex situations, with a mastery of idiomatic language.  
• Can write academic and professional texts of great length and complexity with a mastery of style, tone, and nuance appropriate for the most demanding audiences and contexts. A unique writer’s voice is emerging.  
• Can work successfully in virtually any social, professional, and academic situation alongside native speakers with no strain for either party. |