

Appendix A; IEI Achievement Scale

Level 1	This beginner level focuses on continuing to teach students skills necessary to function in an English-speaking environment, but it also provides an introduction to basic academic foundations. Students will improve their fluency and continue to build their communicative skills, becoming more expressive and able to function in the target language.					
CEFR Pre-A1	Writing 111	Grammar 112	Reading 113	Speaking 114	Listening 115	Cultural Experience 170
-Can convey basic information (e.g. name, address, family) in short phrases on a form or in a note, with the use of a dictionary. -Can relay very basic information (e.g. numbers and prices) from short, simple, illustrated texts -Can understand the simplest informational material with photos or an illustrated story formulated in very simple everyday words/signs. -Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to them in clear, slow and repeated language by a sympathetic interlocutor.	[01] Identify parts of sentences [02] Produce sentences in simple present and simple past, and practice the writing process, especially proofreading. [03] Produce compound sentences with past, present and future tenses [04] Produce complex sentences with past, present and future tenses [05] Use English settings to send emails [06] Ask WH questions about a topic of interest [07] Write responses in complete sentences to questions	[01] Identify parts of speech. [02] Construct and respond to basic affirmative and negative simple sentences and questions using present tenses. [03] Recognize time order words [04] Recognize mechanics of sentences (capitalization, punctuation, and spelling).	[01] Identify reading material title, author and table of contents. [02] Locate specific information in texts [03] Relate pictures and context to aid comprehension, draw conclusions, or make predictions about reading content. [04] Interpret the meaning of questions by answering them appropriately. [05] Interpret the relationship between ideas in a sentence that are connected by the simple connectors [06] Answer questions in complete sentences	[01] Respond appropriately to classroom directives. [02] Request information regarding class norms. [03] Report on likes, dislikes, going out, weather events, past events, employment, leisure activities, transportation [04] Summarize orally reported narratives in speech and writing. [05] Report verbally on important and frequently discussed topic [06] Provide an oral narrative of at least 10 sentences of a past event that was significant to them without prior preparation [07] Use a variety of greetings and leave-takings	[01] Describe the issue(s) presented in interviews and short videos [02] Answer questions regarding who?, what?, when, where?, why?, and how? about interviews, short videos, and short lectures [03] Identify key signal words that alert the listener to the main idea/s	[01] Learn and practice computer literacy skills. [02] Identify main points of a lecture about a different culture and restate specific ideas. [03] Evaluate BSU services. [04] Participate in service projects in collaboration with the BSU community.
Level 2	While the previous level introduced students to information necessary to function in an English-speaking environment, this level explores the topic of U.S. culture in general and provides a more in-depth exploration of university culture.					
CEFR A1	Writing 121	Grammar 122	Reading 123	Speaking 124	Listening 125	Cultural Experience 170
-Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. -Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. -Can interact in a simple way provided the other person talks slowly and	[01] Produce clear, well-organized definition paragraphs [02] Produce clear, well-organized process paragraphs [03] Produce clear, well-organized descriptive paragraphs [04] Produce clear, well-organized opinion paragraphs	[01] Identify parts of speech. [02] Construct and respond to basic affirmative and negative simple and compound sentences and questions using present, past, and future constructions. [03] Recognize fragments and run-on sentences. [04] Recognize mechanics of sentences (capitalization, punctuation, and spelling).	[01] Identify the referents and key signal words [02] Illustrate main ideas, implied main ideas and supporting ideas [03] Summarize readings [04] Employ context to understand sentence meaning	[01] Respond to a conversation in an appropriate manner, allowing for the continuation of the conversation [02] Make offers, issue invitations, request help in situations requiring formal language, [03] Request help in situations requiring informal language [04] Request and make an appointment in an academic setting, and respond appropriately to requests	[01] Explain main ideas given in a short lecture with the assistance of notes taken while viewing the lecture [02] Identify key signal words that alert the listener to a sequence of events [03] Identify key signal words that alert the listener to an effect/causes [04] Identify key signal words that alert the	[01] Learn and practice computer literacy skills. [02] Identify main points of a lecture about a different culture and restate specific ideas. [03] Evaluate BSU services. [04] Participate in service projects in collaboration with the BSU community.

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Appendix A; IEI Achievement Scale

clearly and is prepared to help.				[05] Compare and contrast their home cultures with US culture.	listener to the supporting idea/s [05] Describe the issue(s) presented in interviews and short videos	
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Level 3	Level 3 continues to introduce students to the skills necessary for success in the U.S. classroom. Students begin to learn about the importance of research and its place in supporting both written and spoken academic discourse. Instructors should be aware that many students will struggle with appropriately incorporating the ideas of others into their own work, and instructors should assist with this struggle in all skills.					
CEFR A2	Writing 131	Grammar 132	Reading 133	Speaking 134	Listening 135	Cultural Experience 170
-Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). -Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. -Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.	[01] Produce effective thesis statements [02] Effectively summarize a text [03] Effectively paraphrase key parts of a text [04] Write a well-organized comparison and contrast essay [05] Accurately include in-text citations from a single source [06] Demonstrate an understanding of the concept of 'intellectual property'	[01] Identify parts of speech. [02] Construct and respond to basic affirmative and negative simple, compound, and complex sentences and questions using present, past, future, and conditional constructions. [03] Recognize and correct fragments, run-ons, and comma splices. [04] Recognize mechanics of sentences (capitalization, punctuation, and spelling).	[01] Distinguish relationships of readings [02] Explain purposes and tones of readings [03] Generate questions (who, what, when, where, why, how, yes/no) about a text [04] Draw inferences of reading	[01] Follow argumentation and discussion on a familiar or predictable topic, provided the points are made in relatively simple language and/or repeated, and opportunity is given for clarification. [02] Enter unprepared into conversations on familiar topics.[03] Make their opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations. [04] To show understanding of what is being heard in a conversation or a short audio text.	[01] Explain main ideas presented in a lecture with the assistance of notes taken while viewing the lecture [02] Identify the evidence used to support a speaker's claim/s or main ideas [03] Identify key signal words that alert the listener to a definition [04] Identify key signal words that alert the listener to an example [05] Summarize concepts discussed in a lecture	[01] Learn and practice computer literacy skills. [02] Identify main points of a lecture about a different culture and restate specific ideas. [03] Evaluate BSU services. [04] Participate in service projects in collaboration with the BSU community.
Level 4	A particular focus of this level is critical thinking skills. While students have learned about critical thinking in previous levels, this level increases the reading and writing difficulty, focusing on textual analysis, and reinforces this with other skills areas. This level can be challenging as many students struggle with critical thinking and questioning in the classroom.					
CEFR B1	Writing 141	Grammar 142	Reading 143	Speaking 144	Listening 145	Cultural Experience 180

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Appendix A; IEI Achievement Scale

-Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. -Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. -Can produce simple connected text on topics which are familiar or of personal interest. -Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.	[01] Find appropriate websites for sources (APA) [02] Incorporate credible sources (into writing to support ideas and/or arguments [03] Write a multi-paragraph cause and effect essay [04] Write a multi-paragraph persuasive essay	[01] Identify parts of speech. [02] Construct and respond to basic affirmative and negative simple, compound, and complex sentences and questions using various tenses. [03] Recognize and correct fragments, run-ons, and comma splices. [04] Recognize mechanics of sentences (capitalization, punctuation, and spelling).	[01] Demonstrate comprehension of nonfiction texts [02] Generate analysis/claims about the text [03] Support analysis/claims about the text with evidence from the text [04] Label figurative language as simile, metaphor, or personification	[01] Exchange, check, and confirm accumulated factual information on familiar routine and non-routine matters within their field with confidence. [02] Summarize and give their opinion about a short story, article, talk, discussion, interview and answer questions. [03] Serve in different roles for students in a group discussion [04] Start up a conversation and help keep it going by asking people relatively spontaneous questions about a special experience or event, expressing reactions and opinions. [05] Identify aspects of one's pronunciation at the pragmatic, discourse level that may cause intelligibility problems for discourse participants/listeners	[01] Evaluate the argument presented in a listening passage using notes [02] Summarize concepts discussed in a lecture (with or without the assistance of notes) [03] Request information missed during a lecture from the instructor [04] Take accurate, thorough notes to aid in later recall	[01] Learn and practice computer literacy skills. [02] Identify main points of a lecture about a different culture and restate specific ideas. [03] Evaluate BSU services. [04] Evaluate student organizations and create a plan to join a student organization. [05] Participate in service projects in collaboration with the BSU community. [06] Create a presentation about one BSU academic service unit.
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Level 5	In this level, students continue to focus on critical thinking in all skills. Students are also stretching their skills to accommodate common lengths in an academic classroom. The focus is on lengthening reading texts and listening to longer passages.					
CEFR B1+	Writing 151	Grammar 152	Reading 153	Speaking 154	Listening 155	Cultural Experience 180
- Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. -Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. -Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	[01] Effectively incorporate sources into writing to support ideas and/or argument [02] Write a multi-paragraph problem-solution essay [03] Write a multi-paragraph narrative essay [04] Organize writing to promote clarity of ideas	[01] Identify parts of speech. [02] Construct and respond to basic affirmative and negative simple, compound, and complex sentences and questions using various tenses. [03] Recognize and correct fragments, run-ons, and comma splices. [04] Recognize mechanics of sentences (capitalization, punctuation, and spelling). [05] Analyze own writing and writing of others.	[01] Analyze the structure of readings [02] Construct and respond to basic affirmative and negative simple, compound, and complex sentences and questions using various tenses. [03] Support analysis/claims about the text with evidence from the text, in written assignments. [04] Examine the author's perspectives	[01] Identify suitable topics for informative and argumentative speech. [02] Develop an argument that has a thesis statement supported by reason and credible evidence. [03] Produce and evaluate well-structured presentation. [04] Recognize body language and positioning. [05] Clearly present information based on knowledge of general pronunciation strategies and identified weakness	[01] Recall definitions, examples, and quotations from a listening passage with the use of notes [02] Based on an evaluation of an argument presented in a listening passage, explain what has been said in a listening passage with the assistance of notes taken while listening [03] Evaluate an argument presented in a lecture. [04] Take and support the position taken based on notes taken during a listening passage	[01] Learn and practice computer literacy skills. [02] Identify main points of a lecture about a different culture and restate specific ideas. [03] Evaluate BSU services. [04] Evaluate student organizations and create a plan to join a student organization. [05] Participate in service projects in collaboration with the BSU community. [06] Create a presentation about one BSU academic service unit.
Level 6	The purpose of this level is to provide final preparation for students for academic classes. By the end of the level, they should be able to take notes and participate in an academic classroom, as well as read any assigned text or complete any type of assigned writing. This level can be challenging, as instructors must make sure that students are up to the standard of an academic class before allowing them to pass the level.					
CEFR B2	Writing 161	Grammar 162	Reading 163	Speaking 164	Listening 165	Cultural Experience 180
-Can understand a wide range of demanding, longer texts, and recognize implicit meaning. -Can express him/herself fluently and spontaneously without much obvious searching for expressions. -Can use language flexibly and effectively for social, academic and professional purposes. -Can produce clear, well-structured, detailed text on complex subjects, showing controlled use	[01] Evaluate multiple aspects of an issue [02] Effectively incorporate sources into writing to support research paper [03] Complete a multi-paragraph research paper [04] Organize writing to promote clarity and consistency of ideas	[01] Identify parts of speech. [02] Construct and respond to basic affirmative and negative simple, compound, and complex sentences and questions using various tenses. [03] Recognize and correct fragments, run-ons, and comma splices. [04] Recognize mechanics of sentences (capitalization, punctuation, and spelling).	[01] Demonstrate comprehension of the texts at the difficulty level of a former Ball State selected Freshman Reader [02] Support analysis/claims about the text with evidence from the text, both in written assignments and class discussion. [03] Generate thought-provoking questions about the assigned texts	[01] Give clear descriptions and prepared presentations on a wide range of topics, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options. [02] Take a series of follow-up questions with a degree of fluency and spontaneity which poses no strain for either themselves or the audience. [03] Develop a clear argument, expanding and supporting their points of view at some length with subsidiary points and relevant examples. [04] Show clear understanding of what is being said relying on one's knowledge of the general pronunciation rules. [05] Apply turn-taking strategies.	[01] Explain what has been said in an authentic class-length lecture (at least 40-50 minutes) with the assistance of notes taken during viewing of the lecture after only one viewing [02] Recall information from an authentic class-length lecture (at least 40-50 minutes) viewed once on a previous day with /without the direct assistance of notes [03] Evaluate an argument from a persuasive	[01] Learn and practice computer literacy skills. [02] Identify main points of a lecture about a different culture and restate specific ideas. [03] Evaluate BSU services. [04] Evaluate student organizations and create a plan to join a student organization. [05] Participate in service projects in collaboration with the BSU community. [06] Create a presentation about one

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of organizational patterns, connectors and cohesive devices.		[05] Analyze own writing and writing of others.	[04] Generate analysis/claims about the text.	[06] Provide counterarguments and refutations intelligibility problems for discourse participants/listeners.	monologue using notes taken while viewing [04] Analyze an argument from a lecture	BSU academic service unit.
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