



# 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	<ul style="list-style-type: none"> <li>Comprehends overall meaning and virtually all details of lectures on diverse topics</li> </ul>	<ul style="list-style-type: none"> <li>Requires little extra reading time and rarely uses the dictionary</li> </ul>	<ul style="list-style-type: none"> <li>Satisfies demands of most general academic tasks with occasional grammar and style mistakes</li> </ul>	<ul style="list-style-type: none"> <li>Pronunciation demands only slight extra effort from listeners</li> </ul>
5.9 ↑ 5.0	B2 Upper-Intermediate	<ul style="list-style-type: none"> <li>Grasps main ideas and the majority of supporting details from upper-level lectures</li> </ul>	<ul style="list-style-type: none"> <li>Utilizes contextual and syntactic clues to interpret meaning of complex sentences and new vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Writes reasonably coherent essays on familiar topics, but with some grammatical weakness</li> <li>Exhibits fairly good organization and development</li> </ul>	<ul style="list-style-type: none"> <li>Expresses viewpoints in fairly long stretches of discourse</li> <li>Begins to express abstract concepts, especially on familiar topics</li> <li>Some errors in word choice and cultural appropriateness</li> <li>Pronunciation requires effort from listeners</li> </ul>
4.9 ↑ 4.0	B1 Intermediate	<ul style="list-style-type: none"> <li>Occasionally needs to ask for repetition or clarification</li> <li>Begins to determine the attitudes of speakers</li> <li>Understands main ideas from academic lectures, but misses significant details</li> </ul>	<ul style="list-style-type: none"> <li>Gathers most main ideas from textbooks and articles, but has an uneven grasp of details</li> <li>Limited vocabulary impedes speed</li> </ul>	<ul style="list-style-type: none"> <li>Communicates basic ideas, but with weak organizational structure and grammatical mistakes</li> <li>Does not have a complete grasp of stylistic features</li> <li>Vocabulary frequently lacks precision and sophistication</li> </ul>	<ul style="list-style-type: none"> <li>Expresses viewpoints in short sentences</li> <li>Generates questions, greetings, expressions of needs, and preferences</li> <li>Pronunciation requires significant effort from listeners</li> </ul>
3.9 ↑ 2.5	A2 Elementary	<ul style="list-style-type: none"> <li>Maintains comprehension during conversations on familiar topics</li> <li>Relies heavily on nonverbal cues and repetition</li> <li>Unfamiliarity with complex structures and higher-level vocabulary leaves major gaps in understanding</li> </ul>	<ul style="list-style-type: none"> <li>Begins to determine meaning of words by surrounding context</li> <li>Understands simple reading materials</li> <li>Major vocabulary gaps lead to frequently inaccurate or incomplete comprehension and slow pace</li> </ul>	<ul style="list-style-type: none"> <li>Expresses him/herself with some circumlocution on familiar topics</li> <li>Considerable effort required by the reader to identify intended meaning</li> <li>Uses only basic vocabulary and simple grammatical structures</li> </ul>	<ul style="list-style-type: none"> <li>Generates simple questions, greetings, expressions of needs, and preferences</li> <li>Pronunciation requires intense effort from listeners</li> <li>Capable of short, simple presentations on familiar topics</li> </ul>
2.4 ↑ 0.1	A1 Beginner	<ul style="list-style-type: none"> <li>Understands very basic exchanges when spoken slowly using simple vocabulary</li> <li>Understands simple greetings, statements, and questions when spoken with extra clarity</li> <li>Follows simple familiar instructions</li> <li>Frequently requires repetition for comprehension</li> <li>Understands a few isolated words or phrases spoken slowly</li> </ul>	<ul style="list-style-type: none"> <li>Comprehends only highly simplified phrases or sentences</li> <li>Identifies the main idea of short passages</li> <li>Recognizes familiar cohesive devices and basic pronouns</li> <li>Demonstrates understanding of a few simple grammatical and lexical structures</li> <li>Recognizes the alphabet and isolated words</li> </ul>	<ul style="list-style-type: none"> <li>Makes basic mistakes systematically</li> <li>Writes only short, simple sentences, often characterized by errors that obscure meaning</li> <li>Provides personal details with correct spelling and can copy familiar words and phrases</li> <li>Produces isolated words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>Responds to simple questions</li> <li>Speech is marked with stress and intonation patterns</li> <li>Communication is understood for short utterances</li> <li>Pauses, false starts, and reformulation are common</li> <li>Communicates with single words and short phrases at “survival level”</li> <li>Pronunciation is mostly unintelligible</li> </ul>