

Dear Admissions Officer,

This statement is intended to clarify the proficiency in English of International Baccalaureate Diploma Programme (DP), Career-related Programme (CP) and Diploma Programme Course candidates, who are completing our English courses. It is designed for IB Worlds Schools to send directly to universities, in order to support their students' applications.

The IB would strongly encourage universities and colleges **not to require** any additional English language proficiency assessment (eg. IELTS or TOEFL) as part of the admissions procedure for your institution, for students who have completed any of the courses listed below. The IB currently offers a range of suitable language courses which already meet these English language proficiency requirements:

Studies in language and literature

- | | |
|--------------------------------------|----------------|
| • English A: Literature | Higher level |
| • English A: Literature | Standard level |
| • English A: Language and Literature | Higher level |
| • English A: Language and Literature | Standard level |
| • English Literature and Performance | Standard level |

Language Acquisition

- | | |
|-------------|----------------|
| • English B | Higher level |
| • English B | Standard level |

To support universities in determining language proficiency requirements for IB students, without the need to require additional testing, research by the National Recognition Information Centre for the UK (www.naric.org.uk) provides a benchmark to compare the level of English language proficiency demonstrated by different IB Diploma Programme courses grades, with the levels on the Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR).

www.coe.int/en/web/common-european-framework-reference-languages/level-descriptions

The CEFR is widely used in the development and referencing of language syllabi, qualifications, assessment and other learning materials. Most international universities around the world have English proficiency requirements, such as TOEFL and IELTS, for incoming international students, and this study provides a benchmark for higher education institutions globally, to assess international IB students' English language acquisition without the need for additional testing.

The results show that English language courses develop **all four** key language skills (reading, writing, speaking and listening) with comprehensive assessment. All courses have at least one grade that can be considered comparable to CEFR B2, the level most commonly required by universities.

CEFR Level	English B		English A: Language and Literature		English A: Literature		English Literature and Performance
	SL	HL	SL	HL	SL	HL	SL
C2							
C1		7	7	7	7	7	
B2+	7	6	6	6	6	6	
B2	6	5	5	5	5	5	5
	5	4					
B1	4	3		4	4	4	
A2	3	2					
A1	2						

The IB also offers an English ab initio Standard Level course, which is a beginner’s course and was not included in the study. Universities may wish to verify the level of English proficiency of these students, before offering admission to an undergraduate university programme delivered in English.

The summary of the report can be found here:

www.ibo.org/globalassets/publications/ib-research/dp/ib-dp-cefr-benchmarking-summary-en.pdf

The full report can be found here:

www.ibo.org/globalassets/publications/ib-research/dp/ib-dp-cefr-benchmarking-report-en.pdf

The benchmarking study focused on the DP English courses. However, since all IB languages courses follow the same syllabus, curriculum and assessment model, the benchmarks would likely be very similar for other languages. Subject Briefs which provide more detail of the content and can be found here:

www.ibo.org/university-admission/support-students-transition-to-higher-education/course-selection-guidance/

This statement supersedes any previous statements that relate to IB students’ proficiency in English and university entrance.

If you have any questions regarding this statement please email recognition@ibo.org.

Paul Teulon
Head of Global Recognition