**LinguaFolio CanDo Statements: Advanced**

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| **Interpersonal Communication** | | |
| **Advanced Low** | **Advanced Mid** | **Advanced High** |
| *I can communicate with a fair amount of fluency and spontaneity on familiar topics, even in complicated situations. I can link ideas in extended discussions. I can participate actively in most informal and a few formal conversations.* | *I can express myself with fluency and flexibility on a range of familiar and some new topics, including concrete social, academic, and professional topics. I can take an active role in most formal and informal discussions. I can express and defend my viewpoint or recommendations on a variety of topics.* | *I can express myself with fluency, flexibility, and precision on concrete and some abstract topics. I can adapt my language in most situations.* |
| I can express my ideas and opinions when engaged in lengthy conversation.   * I can express my ideas and opinions about family and home, such as sibling rivalries and ideal location for a house. * I can express my ideas and opinions about school or work, such as interesting educators I’ve known or colleagues who are helpful. * I can express my ideas and opinions about current events or public interest topics, such as healthcare or recycling efforts. * I can talk about my hobbies and interests, such as my favorite exercises, nutritious alternatives to fast food, or surfing the Web. * I can talk about an issue of public concern at a formal gathering, such as general trends in the housing market or the economy. | I can speak fluently, accurately, and effectively about a wide variety of events that occur in the present, past, and future.   * I can give a clear and detailed story about childhood memories, such as what happened during vacations or memorable events. * I can give clear descriptions about cultural events. * I can talk about present challenges in my school or work life, such as paying for classes or dealing with difficult colleagues. * I can discuss future plans, such as where I want to settle down or what I will be doing in the next few years. | I can convey finer shades of meaning with relative ease by using a wide range of expressions to qualify statements.   * I can convey degrees of support of or disagreement with another’s point of view, such as I can agree with you on most of your points, and I can explain the areas where I disagree. * I can convey degrees of sympathy or empathy. * I can convey degrees of anger or frustration. * I can convey degrees of approval or enthusiasm. |
| I can engage comfortably in extended conversations and discussions on a wide variety of topics related to my daily life.   * I can discuss work-related topics, such as personnel and sick leave policies. * I can discuss academic topics about which I am learning. * I can converse about my leisure activities and hobbies. * I can converse about a current issue at a formal gathering, such as leash laws, school dress codes, drinking age, or speed limits. | I can support my opinions clearly and precisely.   * I can explain advantages and disadvantages of various courses of action, such as whether to rent or buy a place to live. * I can participate in technical discussions in my field. * I can participate in a book discussion. | I can discuss complex information in debates or meetings.   * I can put forth and react to other’s complex ideas during a business discussion. * I can put forth and react to other’s complex ideas during a discussion to solve a community issue. * I can participate actively and react to others appropriately in academic debates, providing some facts and rationale to back up my statements. * I can participate actively in a friendly political debate. |
| I can communicate even when unpredictable situations arise in a familiar context.   * I can explain myself further when someone unfamiliar with the topic doesn’t understand what I mean. * I can handle a situation related to travel, such as missing a plane or train. * I can explain myself to friends who disagree with me. * I can explain why I unexpectedly was late to class or absent from work. | I can use a variety of idiomatic and culturally authentic expressions appropriately.   * I can use expressions and colloquialisms related to insults and praise. * I can use expressions and colloquialisms related to emotions and feelings. * I can use expressions and colloquialisms to describe attributes. * I can use expressions and colloquialisms to exaggerate. | I can exchange complex information about academic and professional tasks.   * I can exchange complex information about my academic major, such as why I chose the field, course requirements, projects, internship opportunities, and new advances in my field. * I can exchange complex information about my work responsibilities, such as the hiring process, my work schedule, the nature of my tasks, how I interface with other employees, opportunities for advancement, and new directions in my field. * I can exchange complex professional or academic information to engage in collaborative work with my counterparts in different regions or countries. |
| I can conduct or participate in interviews.   * I can interview for a job or service opportunity related to my field of expertise. * I can participate in an interview about my hobbies and interests. * I can ask questions and probe for details when interviewing others for a job or service opportunity related to my field of expertise. * I can ask questions or probe for details when interviewing others about their hobbies or interests even when they are unrelated to my own. | I can exchange general information on many matters outside my fields of interest.   * I can exchange general information about my community, such as demographic information and points of interests. * I can exchange general information about leisure and travel, such as the world’s most visited sites or most beautiful places to visit. * I can exchange general information about social and environmental issues, such as the influence of mass media on society or government policies. * I can exchange general information about political and business issues, such as types of government or economies. | I can provide structured arguments and develop and support hypotheses, working around occasional difficulties.   * I can give a supported argument about work-related processes that would benefit me and my employer. * I can give a supported argument about the need for alternative energy sources. * I can give a supported argument about my political views. * I can give a supported argument about cultural influences on society. |
|  | I can handle a complication or unexpected turn of events.   * I can return or exchange a purchase when a vendor makes a mistake or when parts are missing. * I can clear up a major work place misunderstanding in a culturally appropriate manner. * I can rearrange my itinerary, such as flights, pick-up times, and appointments when I experience travel delays. | I can exchange detailed information on matters within and beyond my fields of interest.   * I can exchange detailed information about my home, work, and leisure life. * I can exchange detailed information on how one’s worldview influences one’s adaptation to a new culture. * I can exchange detailed information about humanity’s influence on the environment. * I can exchange detailed information on technological advances. |

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| **Interpretive Listening** | | |
| **Advanced Low** | **Advanced Mid** | **Advanced High** |
| *I can understand some extended speech on unfamiliar topics delivered through a variety of media.* | *I can understand most spoken language and some technical discussions. I can understand some accents and dialects.* | *I can clearly understand extended speech and short lectures, even when somewhat complicated. I can understand most forms of media with little effort.* |
| I can understand main ideas and most details on unfamiliar topics that are presented through media.   * I can interpret main ideas and detailed information from public announcements. * I can understand main ideas and most details in entertainment and sports reports. * I can identify the plot and most details of a feature-length movie, play or documentary on unfamiliar topics. * I can follow the main points and most details of a new television program, such as a sitcom or a soap opera. | I can understand most presentations even when idiomatic, technical, or slang expressions are used.   * I can understand main points and most details of discussions on scientific, legal, medical, technological or financial topics. * I can understand most songs, even those with many idiomatic and slang expressions. | I can understand the speaker’s perspective, tone, and style expressed through a variety of media.   * I can understand ideas and emotions expressed in a dramatic dialogue or monologue. * I can understand tone and style in parody and satire. * I can understand varying viewpoints heard in news broadcasts. |
| I can follow presentations on some unfamiliar topics.   * I can take notes while listening to an academic lecture. * I can interpret the main points and most details of a debate. * I can summarize the main points and most details of two people expressing different views. | I can understand the underlying meaning of culturally authentic expressions.   * I can interpret the meaning of idiomatic expressions heard in movies, television, and other forms of media. * I can follow banter heard in talk shows and interviews. | I can understand viewpoints heard in a variety of situations.   * I can interpret the positions of multiple speakers in political roundtable discussions. * I can recap the commentator’s perspective. * I can understand the speaker’s intent even when high degrees of subtlety and nuance are used. |
| I can follow informal conversations or interviews.   * I can interpret an anecdote and relate most of the details about its context. * I can understand some slang expressions heard in conversations. * I can interpret some slang expressions heard in interviews. | I can understand and describe the points of view of an emotionally-charged discussion.   * I can summarize the main points and most details of people expressing different views in political debates. * I can summarize the points of view heard in arguments. * I can summarize the points of those engaged in discussing religious beliefs. | I can understand films on historical, political, or scientific topics.   * I can analyze the content of various presentations on academic topics. * I can analyze presentations on legal, medical, technological, or financial topics. |

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| **Interpretive Reading** | | |
| **Advanced Low** | **Advanced Mid** | **Advanced High** |
| *I can usually understand viewpoints and attitudes expressed in literary and non-literary texts.* | *I can easily understand long, complex texts and recognize some literary and technical styles.* | *I can understand abstract and linguistically complex texts. I can make appropriate inferences and identify literary elements.* |
| I can understand the main idea and most details from literary texts on unfamiliar topics.   * I can identify the target audience in a variety of texts. * I can understand supporting details in a variety of texts. | I can obtain information, ideas, and opinions from a range of lengthy and complex texts.   * I can understand main ideas and most details in non-fiction texts. * I can summarize the main points and most details of editorials expressing opposite positions. | I can understand most texts even when idiomatic, technical, or slang expressions are used.   * I can understand most idiomatic and slang expressions in fiction. * I can understand ideas and emotions expressed in a written dramatic dialogue or monologue. * I can understand most idiomatic and slang expressions in non-fiction texts. |
| I can understand articles in non-literary texts on unfamiliar topics.   * I can follow articles on entertainment and sports. * I can understand articles from news periodicals. * I can take notes on an academic article or report that I have read. * I can understand articles on topics, such as party platforms and economic development. | I can understand information and opinions from specialized sources.   * I can summarize information from academic journals or business publications. * I can summarize stated or implied attitudes and opinions from historical, political, and scientific texts. * I can interpret and restate the editorialist’s perspective. | I can detect and interpret hidden meaning and recognize tone and subtlety in fictional works.   * I can understand tone and style in parody and satire. * I can interpret literal and abstract ideas conveyed in non-fiction texts and narratives. |
| I can recognize the intent of an author and purpose of the literary work.   * I can understand the intent of a narrator or character in fictional texts. * I can interpret actions, relationships, and motives of characters in novels and short stories. | I can understand most texts even when idiomatic, technical, or slang expressions are used.   * I can understand most idiomatic and slang expressions in fiction. * I can understand ideas and emotions expressed in a written dramatic dialogue or monologue. * I can understand most idiomatic and slang expressions in non-fiction texts. |  |
| I can recognize the intent of an author and purpose of a non-literary work.   * I can understand the intent of an author in non-fictional texts. * I can interpret the premise of an author in non-fictional texts. | I can detect and interpret hidden meaning and recognize tone and subtlety in fictional works.   * I can understand tone and style in parody and satire. * I can interpret literal and abstract ideas conveyed in non-fiction texts and narratives. |  |

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| **Presentational Speaking** | | |
| **Advanced Low** | **Advanced Mid** | **Advanced High** |
| *I can deliver a clear, organized presentation appropriate to my audience on a variety of topics.* | *I can deliver a clearly articulated presentation on personal, academic, or professional topics.* | *I can deliver a clear and fluid presentation and appropriately respond to the audience.* |
| I can deliver a short presentation on many social, academic, or work topics with appropriate complexity for my audience.   * I can explain the purpose of a work or school assignment. * I can explain why I believe something I studied is important. | I can describe with ease and detail topics related to home, school, work, leisure activities and personal and professional interests.   * I can describe the work and value related to my profession. * I can present a full account of my activities on a recent trip. * I can describe in detail an art work I created for a class. | I can communicate with great accuracy, clarity, and precision on many concrete and abstract topics.   * I can speak with confidence about the details and value of an experiment I have performed. * I can present a detailed, supported argument about the need for alternative energy sources or other environmental topic. * I can clearly present a particular political viewpoint. * I can present an accurate and precise narrative or description about cultural influences on society. * I can sustain an argument about the environment and support my opinion with details. |
| I can explain my viewpoint on an issue of interest, giving advantages and disadvantages of various options.   * I can describe why I am for or against a particular political issue. * I can play devil’s advocate and support an idea I oppose during a debate. * I can give a presentation promoting an event or product. * I can explain how my views of others cultures have changed. | I can narrate with ease and detail events of current, public, or personal interest.   * I can recount the details of a historical battle or event. * I can narrate in detail the action of my favorite film or book. * I can describe in detail an event that took place as part of our city celebration or other celebration. * I can tell children a scary story. | I can present and defend a viewpoint on an academic or professional issue.   * I can deliver a detailed and well-organized presentation about a topic that I have studied, such as modern art or immigration. * I can present complex information about my work responsibilities, such as the hiring process, the nature of my tasks, how I interface with other employees, opportunities for advancement, and new directions in my field. * I can defend an action taken by someone, such as an elected official, a well-meaning youth, or policeman. * I can speak at length about a point of view using statistics, examples, and facts. |
| I speak using different time frames and appropriate mood with good control.   * I narrate an event as it happens, such as action in a sporting event or a fashion show. * I can present to my classmates on a historical event or environmental issue. * I can present a summary of an action plan or annual report for a community organization or work group. | I can communicate my ideas on a variety of topics with accuracy, clarity, and precision.   * I can present on many concrete and some abstract topics with fluency and flexibility. * I can describe detailed steps I took in an experiment. * I can give an accurate description of something I witnessed. * I can clearly communicate new ideas that I have about a work project. | I can consistently adapt a presentation to a variety of audiences.   * I can adapt a presentation on why language learning is important to different audiences, such as professionals and the general public. * I can switch from informal to formal speech when speaking to a mixed group. * I can use technical language or jargon targeted to a particular audience. * I can simplify my speech for younger or less informed audiences. |
| I can adapt my presentation to a specific audience.   * I can explain to children in the target country why we celebrate Halloween or other holiday. * I can deliver a presentation on a particular topic, such as party platforms, local economic development, or security issues, to colleagues, politicians, or government officials. * I can explain challenges to my colleagues in school or work place, such as dealing with difficult people or seeking financial aid. * I can narrate a story adjusting complexity appropriate to members of the audience. * I can change the tone of my presentation to fit the situation, such as light or serious. | I can speak clearly and fluidly with consistent control of time frames and mood.   * I can relate a dream I had and the real and imagined emotion experience. * I can defend a viewpoint on an academic or professional issue. * I can give clear descriptions about cultural events that are about to happen or have happened in my city, state or country. * I can present an action plan or annual report for a community organization or work group. | I can use paraphrasing, circumlocution and illustration to make myself more clearly understood.   * I can provide examples of civil liberties when I give a presentation about democracy in America or other topic of interest to me. |
|  | I can adapt my presentation to meet unexpected needs.   * I can rephrase or explain things in a similar way when I notice my audience does not understand me. * I can explain something using a simple analogy. * I can adapt a presentation on a professional topic to a general audience’s level of understanding. | I can use language that fully reflects the nuances of the target culture.   * I can present clearly and fluidly, with consistent control of time frame and mood. * I can incorporate many idiomatic and culturally authentic expressions in my presentation. * I can use examples that are well recognized in the target culture to enrich my presentation. * I can align my language and gestures to reflect cultural tradition and respect for cultural perspectives. |
|  | I can incorporate some appropriate idiomatic and culturally authentic expression in my presentation with ease.   * I can easily express my viewpoints using expression appropriate for the target language and culture. |  |

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| **Presentational Writing** | | |
| **Advanced Low** | **Advanced Mid** | **Advanced High** |
| *I can express ideas on a variety of topics in clear, organized texts. I can adjust my writing for some audiences.* | *I can write detailed texts on a broad variety of concrete social and professional topics.* | *I can express myself with fluency and precision on concrete and some abstract topics. I can adapt my writing style according to purpose and audience.* |
| I can write well-organized essays, summaries, and reports on a broad range of topics.   * I can write summaries in connected, detailed paragraphs on topics, such as books or articles I have read, and films I have seen. * I can write factual descriptions about events that happened to my family or friends, such as ruined vacations or car accidents. * I can write essays using combined sentences in connected paragraphs about school or work, such as dress code issues, bullying, and workplace rivalries. * I can write reports on familiar topics, such as historic events, environmental issues, and current events. | I can write detailed texts on a broad variety of concrete and professional topics.   * I can express and defend my viewpoints in well-written texts on social and academic topics, such as healthcare and effective use of technology in the classroom. * I can write narratives about professional topics that are relevant to me, such as past experiences in the workplace or present and future job market opportunities. * I can write clear, detailed descriptions of a factual nature, such as cultural events, college experiences, or workplace issues. * I can write straightforward summaries on a range of familiar and some new topics, such as novels, business articles, or documentaries. | I can create well-structured and easily readable reports, summaries, or articles on complex topics.   * I can write clear, structured explanations about some complex topics familiar to me and underline the important issues, such as an editorial to support a political candidate, or the review of a movie. * I can support and elaborate points of view at some length providing both rationale and examples, such as my choice of career or academic studies. * I can access appropriate resources and compose a letter, report, or article on topic relevant to me. * I can adjust my written messages according to my audience, such as business letters, reports, and executive summaries. * I can participate in a face-to-face meeting and record a summary of the discussion that is forwarded to meeting participants. |
| I can write using different time frames and appropriate mood with good control.   * I can write about future predictions using emotions appropriate to topics, such as economic trends and recycling efforts. * I can write about events at school or work that happened in the past. * I can express my emotions by writing about experiences with family and friends. | I can write clearly and fluidly, with consistent control of time frames and mood.   * I can relate a dream I had and the real and imagined emotions experienced. * I can write about events of past personal relevance in major time frames, such as the first day of school, or the day I had my first car accident. * I can write about future plans in great detail, such as career choices and travel plans. * I can write about global events, such as the Olympics, sports, and the economy with good organization and cohesiveness. | I can write about some abstract topics with precision and detail.   * I can write an article about an issue important to me, such as the role of voting in a democracy. * I can synthesize information and arguments from a number of sources to support a report on topics, such as health care, nutrition, or exercise. * I can write an essay articulating my beliefs, such as the importance of family, friendship, or relationships. * I can fill out a hotel survey and describe in detail the inadequate service and lack of cleanliness in the room/hotel. |
| I can accurately use some idiomatic and culturally authentic expressions in my writing.   * I can write about current hobbies and interests using some idiomatic expressions. * I can write about comparing cultural issues using appropriate authentic expressions. * I can express my personal opinions by writing about events that will affect my future, such as the cost of postsecondary education or healthcare. | I can incorporate many idiomatic and culturally authentic expressions in my writing with ease.   * I can write for a school/university newspaper reporting about a concert and complaining about the poor acoustics. * I can write a letter to an insurance company capturing the essence of a car accident that I witnessed. * I can easily express my personal viewpoints using expressions appropriate for the target language and culture. | I can incorporate idiomatic and culturally authentic expressions in my writing with ease.   * I can request a letter of recommendation using the appropriate greetings, transitions, and closing for a variety of audiences, such as friends, relatives, teachers, and business associates. * I can write a cover letter for a job application and compose a resume that reflects the appropriate degree of formality as well as language. * I can provide critical feedback on a paper regarding strengths and weaknesses of the paper. * I can inform and complain to a company that the product shipped to me was defective and request compensation for the inconvenience this has caused. * I can write an editorial including the appropriate culturally authentic expressions. |
| I can usually write using style, language, and tone appropriate to the audience and purpose of the presentation.   * I can create a presentation on topics, such as school lunches and nutrition issues, using a writing style that reflects the appropriate tone depending on the audience. * I can write a narrative that reflects the purpose of the presentation, such as current issues at school * I can write a report on topics, such as harassment in the workplace. | I can adapt my writing to a variety of audiences, such as editorial readers, professionals, and the general public.   * I can write a letter to my boss explaining why I missed an important meeting due to a delay at the airport. * I can write a summary of the results of a survey in narrative form. * I can review a movie for a variety of publications adjusting the content as guided by the readership. | I can write a narrative about an experience in a clear, fluent style, appropriate to the genre.   * I can write personal texts, such as poems and essays, using language and style appropriate to the genre. * I can compose personal imaginative texts, such as a film or drama script, following established conventions of the genre. * I can write a clear, well-structured report supporting my point of view at some length with supporting reasons and examples as well as appropriate conclusion. |
| I can write about most topics even when I do not know a specific word or phrase.   * I can write a routine social correspondence, such as a letter, invitation, or email, using connected, detailed paragraphs and complex structures. | I can sustain and justify opinions and arguments in writing.   * I can write an editorial supporting the establishment of a sustainability committee on a university campus. * I can write a letter to an airline official delineating the rude and unprofessional behavior of an airline employee. * I can write a letter of recommendation for a student or peer for a scholarship or financial aid to support his/her studies. |  |