**LinguaFolio CanDo Statements: Advanced**

|  |
| --- |
| **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.
 |

|  |
| --- |
| **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.
 |

|  |
| --- |
| **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.
 |  |

|  |
| --- |
| **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.
 |  |

|  |
| --- |
| **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.
 |  |