**LinguaFolio CanDo Statements: Intermediate**

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| **INTERPERSONAL COMMUNICATION** | | |
| **Intermediate Low** | **Intermediate Mid** | **Intermediate High** |
| *I can begin and carry on a conversation on a limited number of familiar topics. I can ask and answer simple questions and exchange information in familiar situations using phrases and a series of sentences.* | *I can state my views and carry on conversations on a variety of familiar topics and in uncomplicated situations.* | *I can state and support many of my views and take an active part in discussions. I can handle some complicated situations on familiar topics.* |
| I can have a simple conversation on a limited number of familiar topics.   * I can talk with someone about family or household tasks. * I can talk with someone about hobbies and interests. * I can talk with someone about school or work. | I can ask and answer a variety of questions about routine personal information in uncomplicated situations.   * I can share preferences on a variety of topics, giving reasons for my preferences. * I can exchange information about daily routines. * I can exchange information about activities I did or am planning to do. | I can express degrees of emotion and respond appropriately to the emotions of others.   * I can express satisfaction or dissatisfaction, and respond appropriately to others. * I can express appreciation and gratitude, and respond appropriately to others. * I can express sadness and joy, and respond appropriately to others. * I can express frustration, confusion, or anger, and respond appropriately to others. * I can react to the emotions of others in culturally appropriate ways. |
| I can express my reactions and emotions to others.   * I can express emotions, such as happiness or sadness. * I can express reactions in highly familiar situations, such as at a sporting event or concert. * I can react to the feelings of others. | I can discuss and solve problems in uncomplicated situations.   * I can request services, such as phone, plumbing, or car repair. * I can reschedule an appointment or a date if something comes up. | I can exchange detailed information related to areas of mutual interest.   * I can ask for and provide details about specific events. * I can ask for and provide details about a hobby or lifestyle, such as bicycling, vegetarianism, or collecting stamps. |
| I can exchange information about academic topics familiar to me.   * I can ask and respond to questions about geography, history, art, music, math, science, language, or literature. | I can give and seek personal views and opinions on a variety of familiar topics.   * I can exchange views and opinions about my favorite celebrity. * I can exchange views and opinions about my favorite sports team and how they are doing this year. * I can exchange views and opinions about the importance of recycling in my community. | I can ask for, follow, and give directions in some complicated situations.   * I can complete a complicated task that requires multiple steps. * I can ask for and follow complicated directions to get from one place to another. |
| I can ask and answer questions on familiar topics to keep a conversation going.   * I can ask additional questions to get more information. * I can give more information to explain something I did. * I can ask for and give examples to explain something further. | I can start, maintain, and end a conversation on a variety of familiar topics.   * I can initiate a conversation about my work or school. * I can ask for information, details, and explanations during a conversation. * I can bring a conversation to a close in an appropriate way. | I can express and support my opinions and make recommendations on a variety of topics in culturally appropriate ways.   * I can agree and disagree with others’ opinions and give reasons why. * I can discuss information and opinions on social, professional, or academic topics. |
| I can meet my basic needs in everyday situations.   * I can ask for help at school, work, or in the community. * I can order a meal at a restaurant. * I can make an appointment or reservation by phone. * I can arrange for transportation, such as by train, bus, taxi, or a ride with friends. | I can discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.   * I can discuss artists from other countries. * I can discuss historical events. * I can discuss the procedures of a science project. |  |

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| **INTERPRETIVE LISTENING** | | |
| **Intermediate Low** | **Intermediate Mid** | **Intermediate High** |
| *I can understand the main idea and some details on familiar topics expressed in sentences, short conversations, presentations, and messages.* | *I can understand the main idea and many details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.* | *I can understand the main points and most details in conversations, presentations, and messages on familiar topics. I can understand the main idea and some details on unfamiliar topics.* |
| I can understand the main idea and some details of what I hear in short conversations and oral presentations.   * I can understand conversations about my family, school, or community. * I can identify the main idea and some details when listening to an oral presentation about a topic I am learning. | I can understand the main idea and many details of presentations on familiar topics.   * I can understand an introduction, such as at a concert. * I can understand the main idea and many details of a short lecture on a topic with which I am familiar. * I can understand a short speech on a familiar topic. | I can understand factual information about everyday life, study-, or work-related topics.   * I can understand factual information and details presented in a speech, a lecture, or presentation on familiar and some unfamiliar topics, such as the environment, the cost of gas, or current music artists. |
| I can understand the main idea and some details in messages and announcements on familiar topics.   * I can understand the main idea and some details announced during a sports event. * I can understand announcements about upcoming events, such as a concert. * I can understand announcements at the theatre. * I can understand most instructions especially when supported with visuals and gestures, such as preparing for a flight before takeoff. | I can understand the main idea and many details on familiar topics of personal interest presented through media.   * I can watch short cartoons or video clips and identify the main idea and many details. * I can listen to a sports commentator and understand the highlights of a game. | I can identify the main idea and most details on familiar topics presented through media.   * I can follow the plot and most details in a feature-length film. * I can follow the information presented on radio, TV, or Internet. * I can follow a recorded story on a familiar topic. |
| I can identify the main idea and some details on familiar topics presented via media.   * I can understand announcements about upcoming events, such as a concert. * I can understand specific information, such as sports scores and song titles from radio and TV programs. * I can understand the basic information in a weather report, such as temperature and precipitation. * I can identify the type of film and some details from a movie preview. * I can identify main ideas on familiar topics in a newscast. | I can understand the main idea and many details of a short discussion or interview on a familiar topic.   * I can understand a classroom or work discussion, such as discussions on dress codes or attendance policies. * I can understand an interview with a famous person, such as a rock star, politician, or actor. * I can understand a Web-based presentation, such as a virtual tour of a city or university. | I can identify the main idea and some details from discussions and interviews on unfamiliar topics.   * I can follow the main points and some details of a political debate. * I can follow a theatrical performance. * I can follow a discussion on a topic of general interest. |
| I can understand more complicated directions and instructions in familiar settings.   * I can follow complicated directions to a location. * I can follow multi-step instructions on how to complete a task, such as cooking, how to complete a homework assignment, or how to play a sport. | I can follow the main idea and many details of a conversation on familiar topics, even when the topic changes.   * I can follow a conversation about plans for the evening when several speakers are talking. * I can follow a conversation when individuals talk about past, present, and future events. |  |
| I can understand the main idea and some details from oral stories on familiar topics.   * I can understand folk or familiar fairytales. * I can understand children’s stories or simple short stories on familiar topics. |  |  |

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| **INTERPRETIVE READING** | | |
| **Intermediate Low** | **Intermediate Mid** | **Intermediate High** |
| *I can understand the main idea and some details in texts that contain familiar vocabulary.* | *I can understand the main idea and many details in texts that contain familiar vocabulary and some details in texts that contain unfamiliar vocabulary.* | *I can understand the main idea and most details in texts on familiar topics. I can understand the main idea and many details in texts on unfamiliar topics.* |
| I can understand messages in which the writer tells or asks me about familiar topics of interest.   * I can understand what an e-pal is asking about my personal interests or routines. * I can understand a note from my friend about our plans. * I can understand a letter of acceptance or rejection regarding a job application. | I can understand the main idea and many details when reading for personal enjoyment.   * I can understand information accessed from an Internet site. * I can understand a description of a television program. * I can understand the messages posted on social networks. * I can follow directions to play an online game. * I can understand articles in popular magazines. * I can read short stories, short plays, and poems. | I can understand the main idea and many details in texts that contain unfamiliar vocabulary when reading for enjoyment.   * I can understand the main idea and many details in a bestselling novel. * I can understand factual information in a news or cultural magazine. * I can understand information in newspapers. * I can interpret online texts that contain unfamiliar topics. |
| I can find and use information for practical purposes.   * I can read a movie review and understand the plot in order to decide whether or not to see it. * I can read a restaurant review to guide my choice. | I can understand the main idea and many details when reading familiar articles and texts for information.   * I can understand information about major world events with visual and graphic support. * I can follow the results of an election supported by graphs and charts. * I can follow the results of sports events. * I can identify the major ideas in texts related to issues of global importance, such as health and nutrition, environment, and scientific discoveries. * I can understand human interest stories and texts related to improving quality of life. | I can understand the main idea and many details of texts that contain unfamiliar vocabulary when reading for information.   * I can understand messages from various professional communications. * I can follow the details of a written discussion. * I can interpret information obtained from news sources. * I can research topics for school and work. |
| I can follow directions in more complicated situations.   * I can follow written directions to do an experiment. * I can follow instructions to assemble something. | I can understand the main idea and some details when reading narratives, literary selections, and other fictional writings that contain unfamiliar vocabulary.   * I can predict what may happen. * I can follow the chronological actions of a story. * I can use details about the historical setting to understand the text. | I can understand the main idea and many details in narratives, literary selections, and other fictional writings that contain unfamiliar vocabulary.   * I can understand the development of characters. * I can identify the author’s point of view and intent. * I can recap the plot of folktales and other traditional texts. * I can compare and contrast events. |
| I can use information from a variety of sources in my studies and work.   * I can understand information about after-school and job opportunities. * I can understand online information to support my coursework or research. * I can understand an online course syllabus. |  | I can understand many different types of texts that contain unfamiliar vocabulary.   * I can interpret many details in technical manuals. * I can understand and identify the main idea and many details on Internet sites related to my interests, that contain unfamiliar vocabulary. |
| I can understand short literary texts that contain familiar vocabulary.   * I can identify the main idea and many details in a sequenced story. * I can identify important facts and supporting information in a poem or play. |  |  |

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| **PRESENTATIONAL SPEAKING** | | |
| **Intermediate Low** | **Intermediate Mid** | **Intermediate High** |
| *I can provide information on familiar topics using a series of sentences with some details.* | *I can describe experiences, events, and plans, and give opinions, narrate a story, and make a simple factual presentation using connected sentences with many details.* | *I can present information on familiar topics with clarity and detail. I can present my viewpoint on an issue and support my opinions.* |
| I can describe something familiar using a series of sentences.   * I can describe with some details the physical appearance of a friend or family member. * I can describe another person’s personality. * I can describe a school or workplace routine. | I can describe plans and actions using connected sentences with many details.   * I can set a goal and tell how I will accomplish it. * I can describe my plans for the future. * I can describe how to plan and carry out an event, such as a family reunion. | I can describe personal experiences and interests with clarity and detail.   * I can describe something I learned from the radio, TV, or Internet. * I can summarize an interview I had with someone. * I can summarize an experience I had at an art exhibit or concert. * I can give a Web presentation on my school, work, or personal activities to an audience in another country. |
| I can express my needs, wants, and plans using a series of sentences with some details.   * I can describe what I need for school or work. * I can describe what my plans are for the weekend. * I can describe what my summer plans are. * I can describe what I plan to do next in my life. | I can make a presentation on something I have learned using connected sentences with many details.   * I can give a short presentation on a current event. * I can give a short presentation on an academic topic. * I can give a short presentation on a famous person or cultural landmark. | I can provide information on academic and work topics with clarity and detail.   * I can express ideas about something I have learned, such as an historical event, a famous person, or a current environmental issue. * I can explain a series of steps needed to complete a task, such as an experiment. * I can explain to someone who was absent what we did recently in class or on the job. * I can talk about the past and present political relationships between countries. |
| I can give a series of instructions.   * I can explain the rules of a game. * I can give multi-step instructions for preparing a recipe. | I can state my opinion and give supporting reasons using connected sentences with many details.   * I can state whether I agree or disagree with using cell phones at school and give reasons why. * I can state whether I agree or disagree with the dress code and give reasons why. * I can state whether I agree or disagree with the current minimum wages and give reasons why. * I can state my opinion about the environment and give reasons why. | I can present my viewpoint on an issue and support my opinion with clarity and detail.   * I can explain a personal choice or defend a personal decision I recently made. * I can express and support my opinion on controversial issues. * I can tell how my views of other cultures have changed. |
| I can present a short skit or dramatic presentation using a series of sentences.   * I can act out a children’s story. * I can act out a proverb or nursery rhyme. | I can tell or summarize a storyline using connected sentences with many details.   * I can tell a story. * I can tell a joke. * I can summarize the plot of a movie or TV show. | I can describe past, present, and future events with clarity and detail.   * I can relate a memorable personal event. * I can make a presentation about the past, present, and future of a country or region. * I can make a presentation about the history, current status, and future of a school, organization, or company. * I can describe my dreams, hopes, and ambitions in a job interview. |
| I can express my opinion on familiar topics using a series of sentences.   * I can give a presentation about a movie or song that I like. * I can express my opinion about a cultural topic. * I can express my opinion about something I have learned. * I can express my opinion about a current event. | I can describe, tell about, and explain personal experiences and give my reaction to them using connected sentences with many details.   * I can describe a childhood or summer experience and how I felt about it. * I can describe a social event that I attended and how I felt about it. * I can describe something new I learned and how I felt about learning it. | I can narrate a story and describe my reactions with clarity and detail.   * I can tell what happened in a book or film and why I liked it or not. * I can describe a conflict I had with a friend or colleague and how I tried to resolve it. |

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| **PRESENTATIONAL WRITING** | | |
| **Intermediate Low** | **Intermediate Mid** | **Intermediate High** |
| *I can write on familiar topics and experiences using a series of sentences with some details.* | *I can write communications, descriptions, and explanations on familiar topics using connected sentences with many details.* | *I can write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs.* |
| I can describe something I know using a series of sentences with some details.   * I can write a description of another person’s appearance or personality. * I can describe a school or workplace routine. * I can describe a place where I like to spend my time. * I can write about something I have learned. | I can write personal communications on familiar topics using connected sentences with many details.   * I can write a letter to a friend or family member. * I can write a message or explanation. * I can write a response for a blog or chat room. | I can write personal communications on familiar topics and some new topics using connected, detailed paragraphs.   * I can write a detailed letter to a friend or family member, narrating the latest news in my life. * I can write an explanation or detailed message regarding a particular event using a digital form of communication. * I can write a story about something that happened to me. * I can write a journal entry. |
| I can express my opinion on familiar topics using a series of sentences with some details.   * I can write about school or work and what I like or dislike. * I can write an opinion about something I learned in school or at work. | I can state my opinion and give supporting reasons using connected sentences.   * I can write about using cell phones at school. * I can write about the dress code at school or at work. * I can write about the current minimum wage. * I can write about an environmental issue. | I can state my viewpoint and give supporting reasons using connected, detailed paragraphs.   * I can write a review of a play, movie, book, or concert. * I can give advice on how to deal with a problem. * I can write a letter to the editor about a current world or local community issue. |
| I can compare things using a series of sentences.   * I can write a letter comparing two places I visited. * I can write a journal entry comparing peoples’ physical description and personalities. * I can write a short comparison of two characters in a short story. | I can write a short report on a familiar topic using connected sentences with many details.   * I can describe a current event and explain what happened. * I can write about an academic topic. * I can write about a famous person or cultural landmark. | I can write a report using connected, detailed paragraphs.   * I can describe an academic report, such as a lab report, a literary analysis, or a geographical comparison. * I can write a job report, such as a project update or an evaluation. |
| I can write questions to obtain and clarify information.   * I can ask questions in a letter or email, such as where do you live, what do you like to do, what are you doing during the holiday, and can you recommend a good place to eat. * I can develop a simple questionnaire, such as inquiring about favorite foods or free-time activities. | I can write a description or explanation of a familiar topic using connected sentences with many details.   * I can tell and retell simple stories in written form. * I can describe a meaningful experience and how I feel about it. * I can write about a job and how I feel about it. | I can write descriptions or narratives in the present, past, and future, using connected, detailed paragraphs.   * I can write a story. * I can write a job description. * I can summarize a story or an article that I have read. * I can write about a past or current event. * I can write a prediction about something that may happen in the future. |
|  | I can write about personal experiences and give my reaction to them using connected sentences with many details.   * I can narrate or describe a memorable event in a journal or diary. * I can write about something I have learned and how I feel about it on a blog. | I can provide an explanation using connected, detailed paragraphs.   * I can defend a recent decision I made or explain an action I took. * I can explain to someone who was absent what we did recently in class or on the job. * I can explain a series of steps needed to complete a task, such as an experiment. |