



## Language Proficiency Portfolio

Kansas

Name \_\_\_\_\_

Date \_\_\_\_\_



## **LinguaFolio**

---

The LinguaFolio is a document in which language learners, whether in or out of school, can record and reflect on their language learning and cultural experiences. It is a tool intended to accompany language learning throughout life and is suitable for documenting language proficiencies for various uses. This document consists of three parts.

### **1. Language Biography**

The Biography records your personal language learning history and experiences. It records both informal exposure to language and formal qualifications and diplomas and can be updated frequently. The Biography includes

- List of languages
- Languages learned in school
- Languages learned out of school
- Other language experiences
- Language tests, competitions, certificates, diplomas

### **2. Language Passport**

The Passport records your personal language learning goals and achievements. It provides a general overview of the skills mastered at each proficiency level. One can set proficiency goals for each language learned, and use checklists to help monitor progress. The Passport includes:

- Proficiency level goals charts
- Self-assessment grid
- Self-assessment checklists (I can do...statements)

### **3. Dossier**

Collect samples of work and certificates to document and illustrate your language skills, experiences, and achievements. Demonstrate your language abilities to others. Document the specific skills listed in the self-assessment checklists included in the Passport section of this document. The Dossier should include:

- Proficiency level goals charts
- Samples of written work and projects
- Audio and/or video recording
- Reports from tutors

### **LinguaFolio is intended to**

- belong to the learner
- encourage the learning of all languages
- emphasize the value of knowing many languages - plurilingualism and pluriculturalism
- contribute to global understanding
- promote autonomous learning and the ability to assess one's skills
- facilitate articulation among language programs based on a clear and commonly accepted description of language proficiency (high school to university, or transfer of students within school districts)
- serve as a tool to assess language learning
- recognize and value heritage languages
- promote language learning as a lifelong endeavor.

### **LinguaFolio helps learners**

- evaluate and describe their language proficiency in clear, simple terms
- document and reflect on language learning inside and outside of school, and to reflect on cultural experiences
- inform others of their proficiency in different languages (when changing schools, starting a language course, participating in an exchange program, applying for a job)
- set personal language learning objectives and map out ways to achieve them (cultivating community experiences, listening to music, using the Web.)

### **LinguaFolio helps educators, schools, and other institutions**

- recognize the needs and motivation of learners and help them set learning goals
- develop programs based on learner strengths and needs
- obtain information about useful experiences
- evaluate and document performance in a variety of ways
- connect US standards and performance to the internationally accepted Common European Framework of Reference for Languages
- describe their language programs and produce evidence of language learning experiences

### **LinguaFolio helps businesses and community employers**

- acknowledge the language proficiency of employees or job applicants and utilize effectively their language abilities.

## LinguaFolio Biography

### My native language/Languages I have learned in my family

---

#### Languages I have learned in school

Language learned	Type of program*	Years: from – to	Average hours per week

\*explicit language instruction, immersion, exploratory, heritage language courses, etc.

#### Languages I learned outside of normal school instruction

Language	Type of language experience*	Age: from - to

\*tutoring, online, computer programs, etc.

#### Language experiences (travel abroad, work exchange, home stay, study program, etc.)

Country	Type of experience	Age	Length of stay

#### Language tests, competitions, certificates, diplomas

Language	Description	Date	Score / Results

**LinguaFolio Passport**

Using the LinguaFolio Self-Assessment Grid, for each language you know, check the level of skills you have achieved.

Language: \_\_\_\_\_ Goal: \_\_\_\_\_

	Novice			Intermediate			Advanced		
	Low	Mid	High	Low	Mid	High	Low	Mid	High
Interpersonal									
Listening									
Reading									
Speaking									
Writing									

Language: \_\_\_\_\_ Goal: \_\_\_\_\_

	Novice			Intermediate			Advanced		
	Low	Mid	High	Low	Mid	High	Low	Mid	High
Interpersonal									
Listening									
Reading									
Speaking									
Writing									

Language: \_\_\_\_\_ Goal: \_\_\_\_\_

	Novice			Intermediate			Advanced		
	Low	Mid	High	Low	Mid	High	Low	Mid	High
Interpersonal									
Listening									
Reading									
Speaking									
Writing									

Language: \_\_\_\_\_ Goal: \_\_\_\_\_

	Novice			Intermediate			Advanced		
	Low	Mid	High	Low	Mid	High	Low	Mid	High
Interpersonal									
Listening									
Reading									
Speaking									
Writing									

# LINGUAFOLIO SELF-ASSESSMENT GRID

	NOVICE			INTERMEDIATE			ADVANCED			SUPERIOR
	Low	Mid	High	Low	Mid	High	Low	Mid	High	
INTERPRETIVE	Listening	I can understand a few familiar words. I can understand some words that are similar to those in my own language.	I can understand some everyday words, phrases and questions about me, my personal experiences and my surroundings, when people speak slowly and clearly.	I can understand ideas on familiar topics expressed through phrases, short sentences, and frequently used expressions. I can understand the main point in messages and announcements.	I can understand main ideas and a few details in sentences, short conversations and some forms of media.	I can understand ideas on familiar topics expressed through a series of sentences. I can understand details expressed in conversations and through some forms of media.	I can understand some extended speech on unfamiliar topics delivered through a variety of media.	I can understand extended speech and lectures, even when somewhat complicated. I can understand most forms of media with little effort.	I can understand most spoken language and some technical discussions. I can understand some accents and dialects.	I can understand any kind of spoken language, including most accents and dialects.
	Reading	I can identify some words or phrases, especially those that are similar to words in my own language.	I can understand familiar words and short, simple phrases or sentences.	I can understand the main idea and some details in simple texts that contain familiar vocabulary.	I can understand the main idea and many details in some texts that contain familiar vocabulary.	I can understand most details in texts that contain familiar vocabulary and the main idea and many details in texts that contain unfamiliar vocabulary.	I can understand the subtleties of texts on familiar topics and information from texts on unfamiliar topics.	I can 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 comprehend with ease virtually all forms of written language.
INTERPERSONAL	Person to Person Communication	I can use single words and simple memorized phrases.	I can interact with help using memorized words and phrases. I can answer simple questions on very familiar topics.	I can exchange info about familiar tasks, topics and activities. I can handle short social interactions using phrases and sentences, but I may need help to keep the conversation going.	I can begin and carry on an unrehearsed conversation on a limited number of familiar topics. I can ask and answer simple questions and exchange information in highly familiar situations.	I can state my views and begin conversations on a variety of familiar topics and in uncomplicated situations.	I can express myself on a range of familiar and some unfamiliar topics. I can link ideas in extended discussions.	I can communicate with fluency and flexibility on concrete social and professional topics.	I can usually adapt my language to the situation. I can express myself with fluency, flexibility and precision on concrete and some abstract topics.	I can effectively and consistently use language for all purposes. I can take part effortlessly in any conversation or discussion.
	Spoken production	I can use single words and memorized phrases to provide information about myself, and my immediate surroundings.	I can use simple phrases and sentences to provide information about myself, and my immediate surroundings.	I can use a series of phrases and sentences to provide basic information about familiar topics.	I can connect basic sentences to provide information on familiar topics. I can relate with some details, information about what I read, hear and see.	I can connect sentences in order to describe experiences, events, and opinions. I can narrate a story and make a simple factual presentation.	I can present clear and detailed descriptions on topics related to my experiences and interests. I can present my viewpoint on an issue and support my opinions.	I can deliver a comprehensible presentation appropriate to my audience on a variety of topics.	I can deliver a clear and fluid presentation and appropriately respond to the audience.	I can deliver a presentation for a variety of purposes in a style appropriate to any type of audience.
PRESENTATIONAL	Writing	I can copy some characters and words.	I can provide some basic information on familiar topics in lists and simple forms.	I can write simple descriptions and short messages and request or provide information on familiar topics.	I can write about familiar topics and experiences in series of sentences.	I can summarize, describe or explain familiar topics and support my views with some details.	I can express ideas on a variety of topics in clear, organized texts. I can adjust my writing for some audiences.	I can write clear, well-organized texts for a variety of audiences on 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 effectively and consistently express myself in a variety of styles for academic and professional audiences and purposes.

A1

A2

B1

B2

C1 ->

The A, B, C designations represent approximations with the Common European Framework of Reference for Languages used in the European Language Portfolio. C2-Distinguished



Self-Assessment Checklist For: \_\_\_\_\_

**Novice Low**

Person's Name

Use this checklist to record what you think you can do. In the blank rows you can add to the list. In the columns to the right indicate your proficiency by marking what you can do easily and well in column 1. You can use column 2 to indicate your goals.

You will determine your proficiency level for each skill. If you have over 80% of the items checked for a particular skill, you have probably achieved the Novice Low level for that skill. Each skill should be assessed separately to identify level of proficiency.

Language: _____	(1) I can do this easily and well	(2) This is one of my goals
<b>INTERPRETIVE</b>		
<b>Listening</b>		
I can understand some commonly used words and expressions, such as please and thank you.		
I can understand basic information such as days of the week, months of the year, numbers, times and dates.		
I can understand names of objects in my immediate environment such as words for familiar objects found in classrooms.		
I can follow a simple command, especially when people use gestures.		
I can understand the difference between a question and a statement.		
<b>Reading</b>		
I can connect some characters or letters to their sounds.		
I can connect some characters or letters to their meanings.		
I can recognize words, phrases, and characters with help from pictures.		
I can follow along on the page when something simple is read out loud.		
I can identify some cognates or symbols that help me understand the meaning.		

**Self-Assessment Checklist**

**Novice Low**

Language: _____	(1) I can do this easily	(2) This is one of my goals
<b>INTERPERSONAL</b>		
<b>Person-to-Person Communication</b>		
I can greet people in a polite way.		
I can introduce myself to someone.		
I can answer simple questions using a single word.		
I can respond to questions about my preferences using one or more words.		
I can express my reaction to a statement using one or more words, such as <i>Great!</i>		
<b>PRESENTATIONAL</b>		
<b>Spoken Production</b>		
I can imitate the sounds and words that I hear.		
I can point to and say the names of familiar people, places, and objects.		
I can introduce myself.		
I can say short memorized phrases, parts of poems, rhymes and chains of words.		
I can sing short songs.		
<b>Written Production</b>		
I can write my name.		
I can label some familiar things.		
I can write the time of day.		
I can write some dates.		
I can copy some words and simple characters that I see on the wall, in a book, on the board, or on the computer.		



Self-Assessment Checklist For: \_\_\_\_\_

**Novice Mid**

Person's Name

Use this checklist to record what you think you can do. In the blank rows you can add to the list. In the columns to the right indicate your proficiency by marking what you can do easily and well in column 1. You can use column 2 to indicate your goals.

You will determine your proficiency level for each skill. If you have over 80% of the items checked for a particular skill, you have probably achieved the Novice Mid level for that skill. Each skill should be assessed separately to identify level of proficiency.

Language: _____	(1) I can do this easily and well	(2) This is one of my goals
<b>INTERPRETIVE</b>		
<b>Listening</b>		
I can understand simple words and phrases about daily activities.		
I can understand words and phrases in simple messages and announcements, especially when there are pictures or other clues to help me.		
I can understand some simple questions, especially when people speak slowly and repeat as needed.		
I can follow some simple directions or instructions, especially when people speak slowly and use gestures.		
I can understand some of what people say in a conversation when they are talking about familiar things.		
<b>Reading</b>		
I can read aloud a simple sentence on a familiar topic.		
I can understand the main idea of short simple descriptions, especially if there are pictures or graphs.		
I can understand familiar words, phrases, characters, and simple sentences, rereading when I need to.		
I can recognize familiar names, words, characters, and some very basic phrases in common everyday situations.		
I can understand the purpose of simple everyday material such as advertisements, brochures, menus, lists, and schedules.		

**Self-Assessment Checklist**

**Novice Mid**

Language: _____	(1) I can do this easily	(2) This is one of my goals
<b>INTERPERSONAL</b>		
<b>Person-to-Person Communication</b>		
I can introduce myself and others and use basic culturally appropriate greetings.		
I can converse with another person using slow, simple, and memorized phrases.		
I can ask and answer simple questions on very familiar topics, such as likes and dislikes.		
I can describe myself, my family, and familiar things using simple phrases.		
I can use numbers in simple situations.		
<b>PRESENTATIONAL</b>		
<b>Spoken Production</b>		
I can present personal information about myself and others using words and simple phrases.		
I can describe familiar people, places and things in simple ways.		
I can report the time, date, and weather.		
I can describe my likes and dislikes.		
I can describe my school or work schedule.		
<b>Written Production</b>		
I can fill out a simple form with some basic personal information.		
I can write about myself using learned phrases and memorized expressions.		
I can create a simple schedule or calendar with days and numbers.		
I can create lists that help me in my day-to-day life, such as a shopping list, homework assignments, a to-do list, etc.).		
I can rearrange learned phrases and memorized expressions to express new thoughts.		



Self-Assessment Checklist For: \_\_\_\_\_  
 Person's Name

**Novice High**

Use this checklist to record what you think you can do. In the blank rows you can add to the list. In the columns to the right indicate your proficiency by marking what you can do easily and well in column 1. You can use column 2 to indicate your goals.

You will determine your proficiency level for each skill. If you have over 80% of the items checked for a particular skill, you have probably achieved the Novice High level for that skill. Each skill should be assessed separately to identify level of proficiency.

Language: _____	(1) I can do this easily and well	(2) This is one of my goals
<b>INTERPRETIVE</b>		
<b>Listening</b>		
I can understand some words or phrases, even when there are no pictures or other visual clues.		
I can understand some short, simple messages and announcements on familiar topics, such as where to meet a friend or when a sporting event will take place.		
I can understand some simple conversations or descriptions.		
I can understand most directions or instructions in a familiar setting.		
I can understand simple stories when people repeat them and use gestures.		
<b>Reading</b>		
I can get information I need on familiar topics from advertisements, brochures, lists, menus, schedules, and short notes or emails.		
I can understand everyday signs and notices in public places such as directions, instructions, and hazard warnings.		
I can identify the purpose of and information needed on common applications and forms.		
I can follow short written instructions and directions.		
I can understand the main idea and a few details in things I read.		
I can understand basic facts and information from non-fiction texts, especially with help from pictures or graphs.		

**Self-Assessment Checklist**

**Novice High**

Language: _____	(1) I can do this easily	(2) This is one of my goals
<b>INTERPERSONAL</b>		
<b>Person-to-Person Communication</b>		
I can exchange personal information such as address, telephone number, age, and nationality.		
I can share limited information with others about my family, friends and activities.		
I can respond to questions about information from simple texts, graphs, or pictures.		
I can ask for and give directions with the help of a map or other visual aid.		
I can exchange information with other people about what to do, where to go, and when to meet.		
I can interact using simple language in real-life situations such as ordering in a restaurant, making purchases in a store or post office, or visiting with family or friends.		
<b>PRESENTATIONAL</b>		
<b>Spoken Production</b>		
I can describe in phrases and sentences my background, home, school, or work.		
I can describe myself and my daily routine.		
I can present simple information about things I've learned.		
I can describe a familiar experience or event in simple terms.		
I can tell why someone likes or does something.		
I can give the steps to complete a simple task.		
<b>Written Production</b>		
I can write simple sentences describing myself and others.		
I can write phrases and simple sentences to describe aspects of my everyday life (family, school, fun activities).		
I can write short messages, post cards, and simple notes.		
I can write a simple request to obtain information or things that I need or want, such as email request to a friend, online order, etc.		
I can write simple descriptions of cultural traditions from pictures or photos.		



Self-Assessment Checklist For: \_\_\_\_\_ **Intermediate Low**  
 Person's Name

Use this checklist to record what you think you can do. In the blank rows you can add to the list. In the columns to the right indicate your proficiency by marking what you can do easily and well in column 1. You can use column 2 to indicate your goals.

You will determine your proficiency level for each skill. If you have over 80% of the items checked for a particular skill, you have probably achieved the Intermediate Low level for that skill. Each skill should be assessed separately to identify level of proficiency.

Language: _____	(1) I can do this easily and well	(2) This is one of my goals
<b>INTERPRETIVE</b>		
<b>Listening</b>		
I can understand the main idea and a few details of what I hear in short conversations and oral presentations.		
I can identify main ideas and a few details in familiar topics presented via TV or streamed video.		
I can follow the general plot of some video clips or films in which visuals and action carry much of the storyline.		
I can sometimes understand the main idea and a few details in messages or announcements on familiar topics, such as where the bus is stopping next or when a sale ends.		
I can identify main ideas and a few details in familiar topics presented via radio or podcast.		
<b>Reading</b>		
I can understand personal messages such as an email or letter in which the writer tells or asks me about topics of common interest.		
I can find and use simple information for practical purposes like information in a movie review.		
I can access and understand information I'm interested in from a blog, website, book or magazine.		
I can find information I need for my studies or my job.		
I can understand stories and non-fiction on familiar topics.		

**Self-Assessment Checklist**

**Intermediate Low**

Language: _____	(1) I can do this easily	(2) This is one of my goals
<b>INTERPERSONAL</b>		
<b>Person-to-Person Communication</b>		
I can engage in simple conversation using phrases and complete sentences on most topics about my everyday life such as family, household tasks, hobbies, interests, and work.		
I can express reactions such as surprise, happiness, sadness, interest and indifference.		
I can exchange information about academic topics familiar to me.		
I can ask and answer questions on familiar topics to keep a conversation going.		
I can deal with predictable situations, such as checking in to a hotel, making an appointment, or calling a taxi.		
<b>PRESENTATIONAL</b>		
<b>Spoken Production</b>		
I can describe myself, my family, and other people using several sentences.		
I can describe activities, experiences, and events using several sentences.		
I can describe familiar places and things with some details.		
I can talk about my needs, wants, and plans.		
I can give short summaries about things that I've read, seen or heard.		
I can present on a familiar topic if I am able to prepare in advance.		
<b>Written Production</b>		
I can begin to describe and summarize things that I have read, seen, or heard in a series of sentences.		
I can express my opinion in writing on familiar topics.		
I can describe or compare familiar places, things, and events in a series of sentences.		
I can correctly use memorized idiomatic expressions in my writing.		
I can write questions to obtain and clarify information.		



Self-Assessment Checklist For: \_\_\_\_\_ **Intermediate Mid**  
 Person's Name

Use this checklist to record what you think you can do. In the blank rows you can add to the list. In the columns to the right indicate your proficiency by marking what you can do easily and well in column 1. You can use column 2 to indicate your goals.

You will determine your proficiency level for each skill. If you have over 80% of the items checked for a particular skill, you have probably achieved the Intermediate Mid level for that skill. Each skill should be assessed separately to identify level of proficiency.

Language: _____	(1) I can do this easily and well	(2) This is one of my goals
<b>INTERPRETIVE</b>		
<b>Listening</b>		
I can understand sentence-length conversations and narratives that refer to basic personal backgrounds and common social situations, such as lodging, transportation, and shopping.		
I can understand the main idea and some details of oral presentations on familiar topics.		
I can understand the main ideas and some details of TV and radio programs, films and computer-generated media on topics of personal interest.		
I can understand the main idea and some details of a short discussion or lecture on a familiar topic.		
I can follow the main idea and a few details of a conversation, even when the topic changes.		
<b>Reading</b>		
I can understand enough information to participate in virtual communities on topics of personal interest.		
I can read sections of a story and predict what will happen next.		
I can understand the main idea and many details from articles about world events.		
I can scan a variety of texts to find information for a specific task.		
I can understand excerpts from literature with occasional use of a dictionary.		

**Self-Assessment Checklist**

**Intermediate Mid**

Language: _____	(1) I can do this easily	(2) This is one of my goals
<b>INTERPERSONAL</b>		
<b>Person-to-Person Communication</b>		
I can ask and answer questions with some detail about routine personal information concerning myself, my family, home, and daily activities.		
I can ask and answer questions that arise in uncomplicated situations.		
I can give and seek personal views and opinions in an informal discussion.		
I can express myself on everyday topics, sometimes using actions, gestures, and other creative techniques to communicate my meaning.		
I can start, maintain and end a simple face-to-face conversation on topics that are familiar or of personal interest.		
I can communicate in sentences about academic concepts I have learned.		
I can participate in a spontaneous discussion on a variety of familiar topics, provided the other person is prepared to help.		
<b>PRESENTATIONAL</b>		
<b>Spoken Production</b>		
I can talk and give supporting details about plans and actions.		
I can make a short, spontaneous presentation on a familiar topic.		
I can present opinions with some supporting details.		
I can tell or summarize a short story.		
I can summarize with some detail things that I've read, seen or heard.		
I can describe experiences and events and give my reactions to them.		
<b>Written Production</b>		
I can write about familiar topics, linking ideas across paragraphs, for such purposes as a report, composition, letter, etc.		
I can express and support my opinion when writing on general topics that are familiar to me.		
I can write about things in the present and occasionally in other time frames/aspects.		
I can describe, summarize, and explain with some details things that I have read, seen, or heard.		
I can provide some details when writing about personal preferences and experiences, daily routines, and common events, even when I do not know a specific word.		



**Self-Assessment Checklist For:** \_\_\_\_\_ **Intermediate High**  
 Person's Name

Use this checklist to record what you think you can do. In the blank rows you can add to the list. In the columns to the right indicate your proficiency by marking what you can do easily and well in column 1. You can use column 2 to indicate your goals.

You will determine your proficiency level for each skill. If you have over 80% of the items checked for a particular skill, you have probably achieved the Intermediate High level for that skill. Each skill should be assessed separately to identify level of proficiency.

Language: _____	(1) I can do this easily and well	(2) This is one of my goals
<b>INTERPRETIVE</b>		
<b>Listening</b>		
I can understand factual information about everyday life, study- or work-related topics.		
I can understand paragraph-length conversations, discussions, and stories on a variety of familiar topics.		
I can use background knowledge and contextual clues to understand conversations, discussions, and stories on some unfamiliar topics.		
I can identify main ideas and many details of topics presented on TV, radio, film, and, computer-generated media.		
I can understand the main idea and many details of a discussion, presentation or lecture on topics of personal and general interest, such as the state of the environment, the cost of gas, or current music performers/artists.		
<b>Reading</b>		
I can participate in virtual communities on a wide variety of topics.		
I can understand descriptions of events, feelings and wishes in personal messages on a variety of topics.		
I can find and use needed information from multiple sources for a research task.		
I can scan long and complex texts to locate useful information, rereading when I need to.		
I can understand the main idea and some details in literary texts such as poems, stories, and plays.		

**Self-Assessment Checklist**

**Intermediate High**

Language: _____	(1) I can do this easily	(2) This is one of my goals
<b>INTERPERSONAL</b>		
<b>Person-to-Person Communication</b>		
I can ask for and follow a series of directions.		
I can formulate questions and obtain information related to work, school, recreation and particular areas of interest.		
I can give or seek information or personal opinions in informal discussions on familiar topics in social or academic situations.		
I can receive and communicate detailed factual information related to my areas of interests, such as discussing music, placing an order, or making travel plans.		
I can convey degrees of emotion and react appropriately to the emotions of others.		
I can engage in extended conversations and participate in discussions on most general topics.		
I can express and support my opinions and make recommendations on familiar personal and academic topics.		
<b>PRESENTATIONAL</b>		
<b>Spoken Production</b>		
I can present on a variety of topics of personal and academic interest.		
I can give detailed summaries of things I've read, seen or heard.		
I can describe my dreams, hopes and ambitions.		
I can present my viewpoint on an issue and support my opinion.		
I can narrate and describe past, present and future events.		
<b>Written Production</b>		
I can write detailed descriptions, narrations and explanations about personal experiences, everyday events and topics of general interest.		
I can justify my opinions by expressing my thoughts with supporting details.		
I can write using different time frames/aspect and appropriate moods with some control.		
I can write personal messages, simple business letters, summaries, compositions, and reports on familiar and some new topics.		
I can write about some general topics even when I do not know the specific word or phrase.		



Self-Assessment Checklist For: \_\_\_\_\_

**Advanced Low**

Person's Name

Use this checklist to record what you think you can do. In the blank rows you can add to the list. In the columns to the right indicate your proficiency by marking what you can do easily and well in column 1. You can use column 2 to indicate your goals.

You will determine your proficiency level for each skill. If you have over 80% of the items checked for a particular skill, you have probably achieved the Advanced Low level for that skill. Each skill should be assessed separately to identify level of proficiency.

Language: _____	(1) I can do this easily and well	(2) This is one of my goals
<b>INTERPRETIVE</b>		
<b>Listening</b>		
I can understand most information from public announcements, such as at a sports event or in an airport.		
I can understand main ideas and details on some unfamiliar topics that are presented via TV, radio, film and computer-generated media.		
I can follow lengthy discussions between speakers who express different viewpoints.		
I can recognize the tone, style, and/or the speaker's perspective in a variety of media.		
I can understand monologues and dialogues in some plays.		
<b>Reading</b>		
I can recognize attitudes and points of view in texts dealing with familiar topics.		
I can identify the purpose and target audience of a variety of texts.		
I can understand the main idea and some details from texts on topics that are unfamiliar to me.		
I can make connections among characters, motives, actions, or ideas presented in a variety of texts.		
I can understand some literary works with occasional use of a dictionary or other resources.		

**Self-Assessment Checklist**

**Advanced Low**

Language: _____	(1) I can do this easily	(2) This is one of my goals
<b>INTERPERSONAL</b>		
<b>Person-to-Person Communication</b>		
I can engage comfortably in extended conversation and discussions on a wide variety of topics related to work, daily life, and academics.		
I can use the language fluently, accurately, and effectively on a wide variety of familiar topics that occur in the present, past or future.		
I can express my ideas and opinions when engaged in lengthy conversation.		
I can get my point across in unfamiliar situations by paraphrasing or describing what I mean.		
I can communicate even when unpredictable situations arise in a familiar context.		
<b>PRESENTATIONAL</b>		
<b>Spoken Production</b>		
I can present my point of view on many social, work and academic topics.		
I can present a persuasive argument, linking my ideas logically.		
I can narrate and describe in present, past, and future in a logical order at some length.		
I can explain a viewpoint on an issue of interest, giving the advantages and disadvantages of various options.		
I can adapt my presentations to a specific audience.		
<b>Written Production</b>		
I can write well-organized essays, summaries and reports over a broad range of topics.		
I can write using different time frames/aspect and appropriate mood with sustained control.		
I can accurately use some idiomatic and culturally authentic expressions in my writing.		
I can usually write using style, language and tone appropriate to the audience and purpose of the presentation.		
I can write about most topics even when I do not know the specific word or phrase.		



Self-Assessment Checklist For: \_\_\_\_\_

**Advanced Mid**

Person's Name

Use this checklist to record what you think you can do. In the blank rows you can add to the list. In the columns to the right indicate your proficiency by marking what you can do easily and well in column 1. You can use column 2 to indicate your goals.

You will determine your proficiency level for each skill. If you have over 80% of the items checked for a particular skill, you have probably achieved the Advanced Mid level for that skill. Each skill should be assessed separately to identify level of proficiency.

Language: _____	(1) I can do this easily and well	(2) This is one of my goals
<b>INTERPRETIVE</b>		
<b>Listening</b>		
I can understand some slang expressions used in conversations.		
I can follow the action of a sitcom, soap opera, or book on tape.		
I can understand entertainment and sports reports.		
I can understand news items on world events from different perspectives.		
I can understand lengthy documentaries and complex interviews.		
<b>Reading</b>		
I can understand stated or implied attitudes and opinions in a range of lengthy and complex texts.		
I can obtain information, ideas and opinions from specialized sources such as an academic journal or business publication.		
I can understand and follow general instructions for products or equipment.		
I can recognize a variety of literary and technical styles and genres.		
I can analyze the information from news items, articles and reports on a wide range of topics.		
I can read between the lines of a text, recognizing tone, subtlety, and other literary devices.		
I can understand abstract ideas conveyed in texts and narratives.		

**Self-Assessment Checklist**

**Advanced Mid**

Language: _____	(1) I can do this easily	(2) This is one of my goals
<b>INTERPERSONAL</b>		
<b>Person-to-Person Communication</b>		
I can support my opinions clearly and precisely.		
I can make recommendations in a business, social or academic context by providing explanations, arguments, and comments.		
I can use a variety of idiomatic expressions and colloquialisms appropriately.		
I can participate in discussions and support my viewpoints on issues, such as world events, cultural events, politics, business and other matters.		
I can conduct or participate in interviews.		
<b>PRESENTATIONAL</b>		
<b>Spoken Production</b>		
I can communicate with overall accuracy, clarity and precision.		
I can present on many concrete and some abstract topics with fluency and flexibility.		
I can adapt my presentations to a variety of audiences.		
I can defend a viewpoint on an academic or professional issue.		
I can incorporate appropriate colloquialisms and idiomatic expressions.		
<b>Written Production</b>		
I can write detailed and well-organized texts on a broad variety of concrete and professional topics.		
I can write clearly and fluidly, with consistent control of time frames/aspect and mood.		
I can incorporate many idiomatic and culturally authentic expressions in my writing.		
I can adapt my writing to a variety of audiences, such as editorial readers, professionals, the general public, etc.		
I can sustain and support opinions and arguments in writing.		



Self-Assessment Checklist For: \_\_\_\_\_ **Advanced High**  
 Person's Name

Use this checklist to record what you think you can do. In the blank rows you can add to the list. In the columns to the right indicate your proficiency by marking what you can do easily and well in column 1. You can use column 2 to indicate your goals.

You will determine your proficiency level for each skill. If you have over 80% of the items checked for a particular skill, you have probably achieved the Advanced High level for that skill. Each skill should be assessed separately to identify level of proficiency.

Language: _____	(1) I can do this easily and well	(2) This is one of my goals
<b>INTERPRETIVE</b>		
<b>Listening</b>		
I can understand most live or recorded presentations even when idiomatic or slang expressions are used.		
I can understand speakers who use slang, regional accents or dialects.		
I can understand some technical discussions on a variety of topics.		
I can follow an animated conversation.		
I can understand nuances and culturally implied meaning in spoken language.		
<b>Reading</b>		
I can understand the main idea and most details in long texts on familiar or unfamiliar topics.		
I can understand information and follow complex technical instructions.		
I can understand most idiomatic and colloquial expressions.		
I can interpret literal and non-literal meanings in a text.		
I can infer the social, political, or historical background while reading a literary selection.		
I can recognize different literary devices (puns, metaphors, symbols, connotations, ambiguity) and analyze their function within the text.		
I can evaluate the significance of a literary text.		

**Self-Assessment Checklist**

**Advanced High**

Language: _____	(1) I can do this easily	(2) This is one of my goals
<b>INTERPERSONAL</b>		
<b>Person-to-Person Communication</b>		
I can exchange complex information about academic or professional tasks.		
I can exchange general information on many matters outside my fields of interest.		
I can convey finer shades of meaning with relative ease by using a wide range of expressions to qualify statements.		
I can provide a structured argument, and develop and support hypotheses, working around occasional difficulties.		
I can discuss complex information in debates or meetings, in physical or virtual environments.		
<b>PRESENTATIONAL</b>		
<b>Spoken Production</b>		
I can communicate with great accuracy, clarity and precision on many concrete and abstract topics.		
I can use language that fully reflects the nuances of the target culture.		
I can adapt my language to the needs of most audiences.		
I can present my views clearly and accurately in a debate.		
I can deliver a presentation and effectively address follow-up questions.		
<b>Written Production</b>		
I can write well-structured and easily readable reports, summaries, or articles on complex topics.		
I can write about some abstract topics with precision and detail.		
I can incorporate many idiomatic and culturally authentic expressions in my writing with ease.		
I can write fluently about complex topics, underlining the important issues, in a style appropriate to the reader.		
I can adapt my writing for a broad variety of purposes such as presenting an argument, reporting on an academic topic, selling an idea/product, writing an article, etc.		



Self-Assessment Checklist For: \_\_\_\_\_

**Superior**

Person's Name

Use this checklist to record what you think you can do. In the blank rows you can add to the list. In the columns to the right indicate your proficiency by marking what you can do easily and well in column 1. You can use column 2 to indicate your goals.

You will determine your proficiency level for each skill. If you have over 80% of the items checked for a particular skill, you have probably achieved the Superior level for that skill. Each skill should be assessed separately to identify level of proficiency.

Language: _____	(1) I can do this easily and well	(2) This is one of my goals
<b>INTERPRETIVE</b>		
<b>Listening</b>		
I can understand the main ideas of all speech in a standard dialect, including technical discussion in a field of specialization.		
I can follow the essentials of complex extended discourse, such as in academic/professional settings, in lectures, speeches, and reports.		
I can understand idioms, colloquialisms, and register shifting.		
I can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers.		
I can understand social and cultural references and make inferences within the cultural framework of the language.		
<b>Reading</b>		
I can understand manuals, regulations and contracts in familiar or unfamiliar fields.		
I can understand the complexities of the social, political, or historical context of a text.		
I can compare and contrast the nuances of language in a literary text.		
I can analyze the line of argument in complex, issue-specific narratives.		
I can synthesize information from an array of technical and literary sources.		

**Self-Assessment Checklist**

**Superior**

Language: _____	(1) I can do this easily	(2) This is one of my goals
<b>INTERPERSONAL</b>		
<b>Person-to-Person Communication</b>		
I can exchange detailed information on matters within and beyond my fields of interest.		
I can take part with ease in high-level conversations and discussions with multiple participants.		
I can convey and interpret finer shades of meaning by accurately using language to support my statements and arguments.		
I can manipulate language with ease, using appropriate regional and colloquial expressions.		
I can tailor my language to any audience.		
<b>PRESENTATIONAL</b>		
<b>Spoken Production</b>		
I can give a clearly articulated, well-structured, presentation on a complex topic.		
I can give a sustained monologue or presentation to any audience.		
I can depart from the prepared text of my presentation and follow up on points raised by the audience.		
I can present fluently and with ease in a variety of settings.		
I can adapt my presentation to reflect attitudes and culture of the audience.		
<b>Written Production</b>		
I can write a well-structured critical review of a paper, project, or cultural event, giving reasons for my opinion.		
I can write a complete account of a topic based on research I have carried out, make a summary of opinions of others, and give and evaluate detailed information and facts.		
I can incorporate national and regional idiomatic and culturally authentic expressions in my writing.		
I can express myself in a consciously ironical, ambiguous, and humorous way.		
I can write narratives about experiences in a clear, fluent style, appropriate to the genre.		