



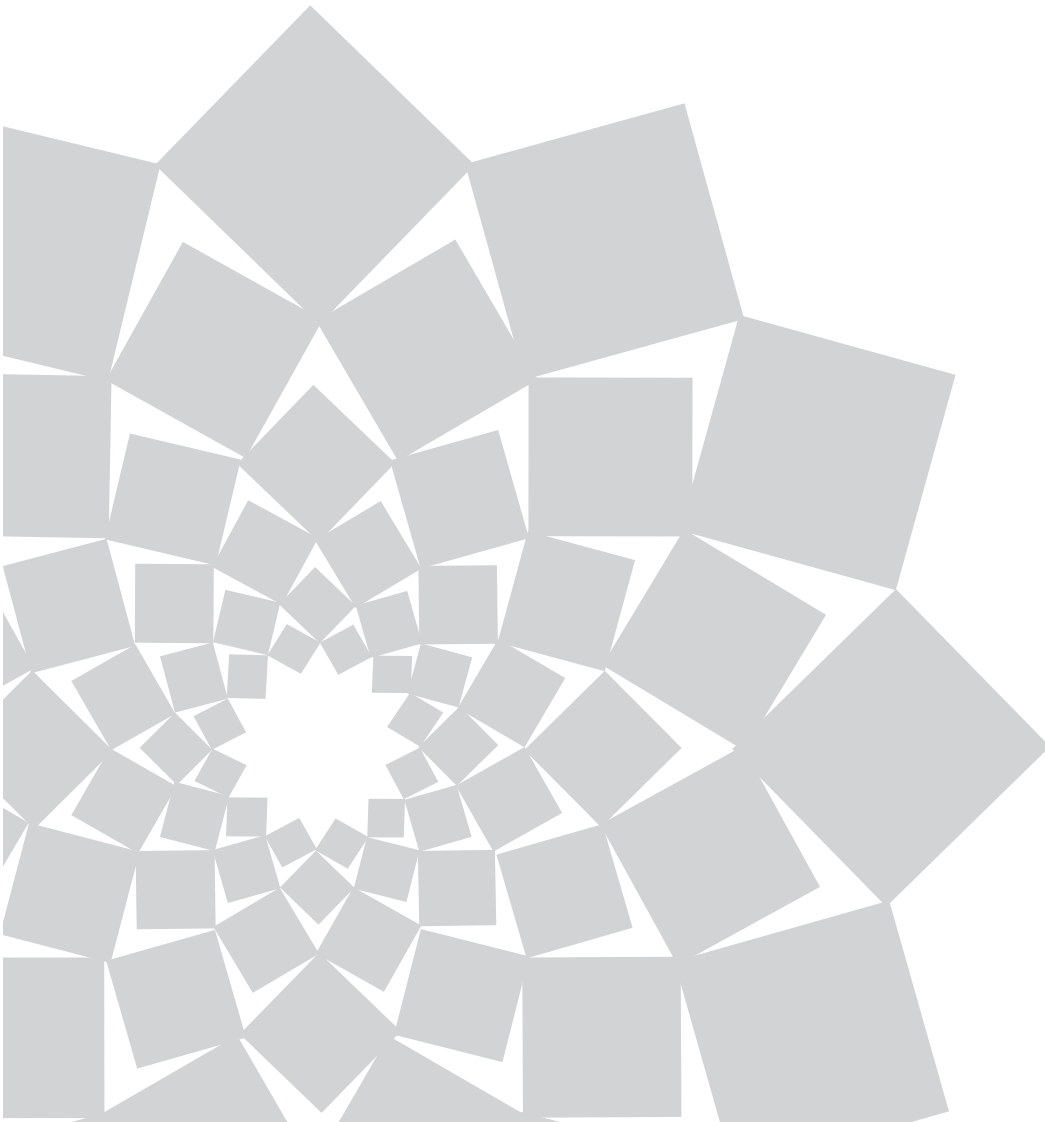
ACTFL

AMERICAN COUNCIL ON THE
TEACHING OF FOREIGN LANGUAGES

NCSSFL-ACTFL

Can-Do Statements

Progress Indicators for Language Learners



Can-Do Statements

Preface

The NCSSFL-ACTFL Can-Do Statements are self-assessment checklists used by language learners to assess what they “can do” with language in the Interpersonal, Interpretive, and Presentational modes of communication. These modes of communication are defined in the *National Standards for 21st Century Language Learning* and organized in the checklist into the following categories:

- Interpersonal (Person-to-Person) Communication
- Presentational Speaking (Spoken Production)
- Presentational Writing (Written Production)
- Interpretive Listening
- Interpretive Reading

Ultimately, the goal for all language learners is to develop a functional use of another language for one’s personal contexts and purposes. The Can-Do Statements serve two purposes to advance this goal: for programs, the statements provide learning targets for curriculum and unit design, serving as progress indicators; for language learners, the

statements provide a way to chart their progress through incremental steps. The checklists are best used by learners and learning facilitators as part of an overall reflective learning process that includes:

- setting goals
- selecting strategies
- self-assessing
- providing evidence
- reflecting before setting new goals

The more learners are engaged in their own learning process, the more intrinsically motivated they become. Research shows that the ability of language learners to set goals is linked to increased student motivation, language achievement, and growth in proficiency¹.

The NCSSFL-ACTFL Can-Do Statements are a revision of the NCSSFL 2009 *LinguaFolio*® Self-Assessment Checklist² and may be used by learners as a stand-alone self-assessment or as part of the *LinguaFolio*® compendium.

For Learners: How can you use the Can-Do Statements?

Use the checklists to record what you think you can do. You may realize that your progression may not be the same for each mode: Interpersonal, Interpretive, or Presentational. This is to be completely expected. For example, you may progress more quickly in Interpretive Reading than in Interpersonal Communication. You will begin to determine your progress on the proficiency ladder by assessing each mode separately. Include evidence electronically or in a hard copy to support your self-assessment selections. Uploaded audio, video, or text files, linked to specific Can-Do Statements, can provide evidence of what you can do. You can validate your self-assessment estimates by comparing them to ratings on official tests you may have taken, such as AAPPL, Advanced Placement, ACTFL OPI, etc.

The header statement at the beginning of each proficiency level is a Global Can-Do Benchmark or general description of the proficiency level from the self-assessment grid. The bold statements are the main indicators for that mode and that level, followed by specific examples (I can...). Check off a specific can-do statement when you are able to demonstrate that you can perform that specific task. It is not necessary to demonstrate every task in order to check off the main Can-Do Statement as some examples may refer to individual goals that are not your own. You may set your own goals in the blank space following “I can...” You are encouraged to look ahead to tasks at the next higher level to identify the goals you want to set for yourself.

The current Can-Do Statements are strategically aligned with the *ACTFL Proficiency Guidelines 2012*³ and the *ACTFL Performance Descriptors for Language Learners*⁴ to reflect the continuum of language learning from the Novice through the Distinguished levels and to provide a common marker for reporting performance in each mode of communication. This allows learners to chart their progress and learning facilitators to document learner growth on nationally and internationally recognized scales.

These Can-Do Statements describe the specific language tasks that learners are likely to perform at various levels of proficiency. It is important to note that many of the terms used in the Can-Do Statements are consistent with the way in which these terms are defined in the Guidelines⁵ and are intended to reflect the common terminology that defines key characteristics of the ranges of performance found in ACTFL documents related to language learning and teaching. For example, in Interpersonal Communication at the Advanced-Low level, the ability to *describe people, places, and things* means that the learner can provide a verbal representation of that person, place, or thing, in an organized way and with some detail. Likewise, at the Superior level,

the ability to *support an opinion* means that the learner can discuss complex issues at length by structuring arguments and developing hypotheses.

Can-Do Statements and the Common Core State Standards for English Language Arts⁶

The NCSSFL-ACTFL Can-Do Statements mirror much of what is addressed in the Common Core State Standards (CCSS) for English Language Arts (ELA) and Literacy. Learning another language, just like learning one's native language, involves learning to read, write, speak, listen, comprehend, communicate, and use the conventions of language. The Common Core Anchor Standards for ELA and Literacy define the skills learners should demonstrate to be college and career ready. Similar college and career readiness performance is described in the Can-Do Statements at the Advanced and Superior levels. Whereas the CCSS for ELA and Literacy are scaffolded by grade level, the NCSSFL-ACTFL Can-Do Statements are organized by proficiency level. This is done to accommodate the multiple entry points at which one can begin learning a language in or outside of school⁷ and to reflect the fact that different languages require varied amounts of time to reach the same level. Both the CCSS for

For Learning Facilitators: How can you use the Can-Do Statements?

Use the Global Can-Do Benchmarks and main indicators to set long-term learning goals. Ask yourself what you expect your learners to be able to do with language after one semester, after one year, or after several years, and re-evaluate your goals when informed by assessment. Choose more specific can-do statements or customize new ones to establish learning targets for thematic units and lessons. These targets can help drive your instruction to be more performance-oriented and provide more opportunities for your learners to produce language.

Use the checklists to model goal setting for your learners. Share with your students the Can-Do Statements you are targeting for each day's lesson and show them how those targets relate to the unit goals. Encourage learners to set their own goals and provide the guidance and class time for self-assessment and reflection. When developing performance assessments, use wording from the Can-Do Statements in the rubrics, so that your learners know exactly what you expect of them. For example, for Novice-level Interpersonal tasks, the rubric might include "asks and responds to simple questions." For Intermediate-level Presentational tasks, the rubric might include "uses connected sentences."

Finally, help learners to understand how what they write or say actually demonstrates that they have or have not met the goal of the Can-Do Statements. In this way you can help them become more independent learners, able to set their own goals and provide evidence. Learning that is guided by Can-Do Statements enables one to become an autonomous and life-long learner.

ELA and Literacy and the NCSSFL-ACTFL Can-Do Statements are based on an integrated approach to literacy across content areas, with a focus on performance and an understanding of multiple perspectives and cultures.

Development and Publication of the NCSSFL-ACTFL Can-Do Statements

The NCSSFL-ACTFL Can-Do Statements are the result of a collaborative effort between NCSSFL and ACTFL. The collaboration of these two national organizations strengthens the goal of articulating a unified message for the language teaching and learning communities. The Can-Do Statements seamlessly link classroom activities with benchmarked objectives, state and national standards, and with broad proficiency outcomes for life-long learning. The NCSSFL-ACTFL Can-Do Statements are published in the public domain and may be reproduced and disseminated in printed and electronic media for educational, not-for-profit purposes only. The sale of this product is prohibited.

Acknowledgements

NCSSFL and ACTFL wish to acknowledge the generous contributions of the following individuals:

- Project Directors: Jacqueline Bott VanHouten (NCSSFL) and Elvira Swender (ACTFL)
- Contributing authors and editors: Adriana Melnyk Brandt, Ruta Couet, Helga Fasciano, Anne Marie Gunter, Cynthia Martin, Ali Moeller, Debbie Robinson, and Maureen Weissenrieder
- Initial collaborators: Maria Antonia Cowles, Gregory Fulkerson, Robert Vicars, and Shuhan Wang
- Project coordinator: Natalie Boivin

¹ Moeller, Aleidine J., Theiler, Janine & Wu, Chaorong. (2012) *Goal setting and student achievement: a longitudinal study*. Modern Language Journal, 96 (2). 153-169

² NCSSFL *LinguaFolio*®:
http://www.ncssfl.org/LinguaFolio/index.php?linguafolio_index

³ ACTFL *Proficiency Guidelines 2012*.
<http://actflproficiencyguidelines2012.org>

⁴ ACTFL *Performance Descriptors for Language Learners*:
<http://www.actfl.org/publications/guidelines-and-manuals/actfl-performance-descriptors-language-learners>

⁵ ACTFL *Proficiency Guidelines 2012 – Glossary*.
<http://actflproficiencyguidelines2012.org/glossary>

⁶ Common Core Standards for English Language Arts and Literacy:
<http://www.corestandards.org/ELA-Literacy>

⁷ This discrepancy between the expectations for ELA first and second literacy development is not unexpected, given the limited time on task that most world language learners experience, compared to the amount of time and opportunities for language use in English, the learner's language of daily and academic life.

NCSSFL-ACTFL Global Can-Do Benchmarks

	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid
Interpersonal Communication	I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.	I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.	I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.
Presentational Speaking	I can present information about myself and some other very familiar topics using single words or memorized phrases.	I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.	I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.	I can present information on most familiar topics using a series of simple sentences.	I can make presentations on a wide variety of familiar topics using connected sentences.
Presentational Writing	I can copy some familiar words, characters, or phrases.	I can write lists and memorized phrases on familiar topics.	I can write short messages and notes on familiar topics related to everyday life.	I can write briefly about most familiar topics and present information using a series of simple sentences.	I can write on a wide variety of familiar topics using connected sentences.
Interpretive Listening	I can recognize a few memorized words and phrases when I hear them spoken.	I can recognize some familiar words and phrases when I hear them spoken.	I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information and sometimes understand the main topic of what is being said.	I can understand the main idea in short, simple messages and presentations on familiar topics. I can understand the main idea of simple conversations that I overhear.	I can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. I can understand the main idea in conversations that I overhear.
Interpretive Reading	I can recognize a few letters or characters. I can identify a few memorized words and phrases when I read.	I can recognize some letters or characters. I can understand some learned or memorized words and phrases when I read.	I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. I can sometimes understand the main idea of what I have read.	I can understand the main idea of short and simple texts when the topic is familiar.	I can understand the main idea of texts related to everyday life and personal interests or studies.

Intermediate High	Advanced Low	Advanced Mid	Advanced High	Superior	Distinguished
<p>I can participate with ease and confidence in conversations on familiar topics. I can usually talk about events and experiences in various time frames.</p> <p>I can usually describe people, places, and things. I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.</p>	<p>I can participate in conversations about familiar topics that go beyond my everyday life. I can talk in an organized way and with some detail about events and experiences in various time frames. I can describe people, places, and things in an organized way and with some detail. I can handle a familiar situation with an unexpected complication.</p>	<p>I can express myself fully not only on familiar topics but also on some concrete social, academic, and professional topics. I can talk in detail and in an organized way about events and experiences in various time frames. I can confidently handle routine situations with an unexpected complication. I can share my point of view in discussions on some complex issues.</p>	<p>I can express myself freely and spontaneously, and for the most part accurately, on concrete topics and on most complex issues.</p> <p>I can usually support my opinion and develop hypotheses on topics of particular interest or personal expertise.</p>	<p>I can communicate with ease, accuracy, and fluency. I can participate fully and effectively in discussions on a variety of topics in formal and informal settings.</p> <p>I can discuss at length complex issues by structuring arguments and developing hypotheses.</p>	<p>I can communicate reflectively on a wide range of global issues and highly abstract concepts in a culturally sophisticated manner.</p>
<p>I can make presentations in a generally organized way on school, work, and community topics, and on topics I have researched. I can make presentations on some events and experiences in various time frames.</p>	<p>I can deliver organized presentations appropriate to my audience on a variety of topics. I can present information about events and experiences in various time frames.</p>	<p>I can deliver well-organized presentations on concrete social, academic, and professional topics. I can present detailed information about events and experiences in various time frames.</p>	<p>I can deliver detailed presentations, usually with accuracy, clarity and precision, on a variety of topics and issues related to community interests and some special fields of expertise.</p>	<p>I can deliver detailed presentations with accuracy, clarity, and precision to a wide variety of audiences on topics and issues ranging from broad general interests to areas of specialized expertise.</p>	<p>I can deliver sophisticated and articulate presentations on a wide range of global issues and highly abstract concepts in a culturally appropriate manner, tailored to a variety of audiences.</p>
<p>I can write on topics related to school, work, and community in a generally organized way. I can write some simple paragraphs about events and experiences in various time frames.</p>	<p>I can write on general interest, academic, and professional topics. I can write organized paragraphs about events and experiences in various time frames.</p>	<p>I can write on a wide variety of general interest, professional, and academic topics. I can write well-organized, detailed paragraphs in various time frames.</p>	<p>I can write extensively with significant precision and detail on a variety of topics, most complex issues, and some special fields of expertise.</p>	<p>I can write about complex and abstract issues ranging from topics of broad general interests to areas of specialized expertise using standard structure, lexicon, and writing protocols.</p>	<p>I can write about global issues from highly conceptualized and analytical perspectives. I can tailor my writing to sophisticated readers.</p>
<p>I can easily understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. I can usually understand a few details of what I overhear in conversations, even when something unexpected is expressed. I can sometimes follow what I hear about events and experiences in various time frames.</p>	<p>I can understand the main idea and some supporting details in organized speech on a variety of topics of personal and general interest. I can follow stories and descriptions of some length and in various time frames. I can understand information presented in a variety of genres on familiar topics, even when something unexpected is expressed.</p>	<p>I can understand the main idea and most supporting details on a variety of topics of personal and general interest, as well as some topics of professional interest. I can follow stories and descriptions of some length and in various time frames.</p> <p>I can understand information presented in most genres, even when not familiar with the topic.</p>	<p>I can easily follow narrative, informational, and descriptive speech.</p> <p>I can understand discussions on most topics that deal with special interests, unfamiliar situations, and abstract concepts. I can sometimes follow extended arguments and different points of view.</p>	<p>I can follow a wide range of academic and professional discourse on abstract and specialized topics.</p> <p>I can understand all standard dialects. I can sometimes infer complex meaning that requires deep understanding of the culture.</p>	<p>I can understand highly abstract and specialized speech tailored to different audiences. I can understand sophisticated language, humor, and persuasive arguments embedded with cultural references and allusions.</p>
<p>I can easily understand the main idea of texts related to everyday life, personal interests, and studies. I can sometimes follow stories and descriptions about events and experiences in various time frames.</p>	<p>I can understand the main idea and some supporting details on a variety of topics of personal and general interest. I can follow stories and descriptions of some length and in various time frames and genres.</p>	<p>I can understand the main idea and most supporting details in texts on a variety of topics of personal and general interest, as well as some professional topics. I can follow stories and descriptions of considerable length and in various time frames.</p> <p>I can understand texts written in a variety of genres, even when I am unfamiliar with the topic.</p>	<p>I can easily follow narrative, informational, and descriptive texts.</p> <p>I can understand what I read on most topics that deal with special interests, unfamiliar situations, and abstract concepts. I can sometimes understand extended arguments and different points of view.</p>	<p>I can follow academic, professional, and literary texts on a wide range of both familiar and unfamiliar subjects.</p> <p>I can sometimes infer complex meaning that requires analysis and deep understanding of the culture.</p>	<p>I can understand with ease and confidence highly abstract and specialized texts that are succinct or elaborate. I can follow unpredictable turns of thought. I can manage inference from within the cultural framework.</p>

NOVICE LOW

I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.

I can greet my peers.

- I can say hello and goodbye.
- I can _____

I can introduce myself to someone.

- I can tell someone my name.
- I can _____

I can answer a few simple questions.

- I can respond to yes/no questions.
- I can answer an either/or question.
- I can respond to *who, what, when, where* questions.
- I can _____

NOVICE MID

I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.

I can greet and leave people in a polite way.

- I can say hello and goodbye to someone my age or younger.
- I can say hello and goodbye to my teacher, professor, or supervisor.
- I can say hello and goodbye to an adult.
- I can say hello and goodbye to a person I do not know.
- I can _____

I can introduce myself and others.

- I can introduce myself and provide basic personal information.
- I can introduce someone else.
- I can respond to an introduction.
- I can _____

I can answer a variety of simple questions.

- I can answer questions about what I like and dislike.
- I can answer questions about what I am doing and what I did.
- I can answer questions about where I'm going or where I went.
- I can answer questions about something I have learned.
- I can _____

I can make some simple statements in a conversation.

- I can tell someone what I am doing.
- I can say where I went.
- I can say whom I am going to see.
- I can express a positive reaction, such as "Great!"
- I can _____

I can ask some simple questions.

- I can ask *who, what, when, where* questions.
- I can ask questions about something that I am learning.
- I can _____

I can communicate basic information about myself and people I know.

- I can say my name and ask someone's name.
- I can say or write something about the members of my family and ask about someone's family.
- I can say or write something about friends and classmates or co-workers.
- I can _____

I can communicate some basic information about my everyday life.

- I can give times, dates, and weather information.
- I can talk about what I eat, learn, and do.
- I can talk about places I know.
- I can ask and understand how much something costs.
- I can tell someone the time and location of a community event.
- I can _____

NOVICE HIGH

I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.

I can exchange some personal information.

- I can ask and say a home address and e-mail address.
- I can ask and say someone's nationality.
- I can ask and talk about family members and their characteristics.
- I can ask and talk about friends, classmates, teachers, or co-workers.
- I can _____

I can exchange information using texts, graphs, or pictures.

- I can ask about and identify familiar things in a picture from a story.
- I can ask about and identify important information about the weather using a map.
- I can ask and respond to simple questions about dates, times, places, and events on schedules, posters, and tickets.
- I can respond to simple questions based on graphs or visuals that provide information containing numbers or statistics.
- I can _____

I can ask for and give simple directions.

- I can ask for directions to a place.
- I can tell someone how to get from one place to another, such as go straight, turn left, or turn right.
- I can tell someone where something is located, such as next to, across from, or in the middle of.
- I can _____

I can make plans with others.

- I can accept or reject an invitation to do something or go somewhere.
- I can invite and make plans with someone to do something or go somewhere.
- I can exchange information about where to go, such as to the store, the movie theatre, a concert, a restaurant, the lab, or when to meet.
- I can _____

I can interact with others in everyday situations.

- I can order a meal.
- I can make a purchase.
- I can buy a ticket.
- I can _____

INTERMEDIATE LOW

I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.

I can have a simple conversation on a number of everyday 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 _____

I can ask and answer questions on factual information that is familiar to me.

- I can ask and answer questions related to subjects such as geography, history, art, music, math, science, language, or literature.
- I can _____

I can use the language to meet my basic needs in familiar situations.

- I can ask for help at school, work, or in the community.
- I can make a reservation.
- I can arrange for transportation, such as by train, bus, taxi, or a ride with friends.
- I can _____

INTERMEDIATE MID

I can participate in conversations on familiar topics using sentences and series of sentences.
I can handle short social interactions in everyday situations by asking and answering a variety of questions.
I can usually say what I want to say about myself and my everyday life.

I can start, maintain, and end a conversation on a variety of familiar topics.

- I can be the first to start a conversation.
- I can ask for information, details, and explanations during a conversation.
- I can bring a conversation to a close.
- I can interview someone for a project or a publication.
- I can _____

I can talk about my daily activities and personal preferences.

- I can talk about my daily routine.
- I can talk about my interests and hobbies.
- I can give reasons for my preferences.
- I can give some information about activities I did.
- I can give some information about something I plan to do.
- I can talk about my favorite music, movies, and sports.
- I can _____

I can use my language to handle tasks related to my personal needs.

- I can request services, such as repair for a phone, computer, or car.
- I can schedule an appointment.
- I can inquire about membership in an organization or club.
- I can _____

I can exchange information about subjects of special interest to me.

- I can talk about artists from other countries.
- I can talk about historical events.
- I can talk about a mathematics, technology, or science project.
- I can _____

INTERMEDIATE HIGH

I can participate with ease and confidence in conversations on familiar topics. I can usually talk about events and experiences in various time frames. I can usually describe people, places, and things. I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.

I can exchange information related to areas of mutual interest.

- I can ask for and provide information about specific events.
- I can ask for and provide information about a hobby or lifestyle, such as bicycling, vegetarianism, video games, or sports.
- I can ask for and provide descriptions of places I know and also places I would like to visit.
- I can talk about my family history.
- I can talk about jobs and career plans.
- I can _____

I can use my language to do a task that requires multiple steps.

- I can give the basic rules of a game or sport and answer questions about them.
- I can ask for, follow, and give instructions for preparing food.
- I can ask for and follow directions to get from one place to another.
- I can tell someone how to access information online.
- I can explain basic rules, policies, or laws that affect us and answer questions about them.
- I can _____

I can use my language to handle a situation that may have a complication.

- I can arrange for a make-up exam or reschedule an appointment.
- I can return an item I have purchased to a store.
- I can plan an outing with a group of friends.
- I can _____

ADVANCED LOW

I can participate in conversations about familiar topics that go beyond my everyday life. I can talk in an organized way and with some detail about events and experiences in various time frames. I can describe people, places, and things in an organized way and with some detail. I can handle a familiar situation with an unexpected complication.

I can participate in conversations on a wide variety of topics that go beyond my everyday life.

- I can explain absentee and sick leave policies and answer questions about them.
- I can explain current issues, such as leash laws, school dress codes, drinking age, or speed limits.
- I can discuss what is currently going on in another community or country.
- I can _____

I can compare and contrast life in different locations and in different times.

- I can explain how life has changed since I was a child and respond to questions on the topic.
- I can compare different jobs and study programs in a conversation with a peer.
- I can explain how technology has changed our lives while discussing this topic with another.
- I can _____

I can resolve an unexpected complication that arises in a familiar situation.

- I can rearrange my itinerary, such as flights, pick-up times, and appointments when I experience travel delays.
- I can tell a friend how I'm going to replace an item that I borrowed and broke/lost.
- I can explain why I was late to class or absent from work and arrange to make up the lost time.
- I can _____

I can conduct or participate in interviews.

- I can interview for a job or service opportunity related to my field of expertise.
- I can interview someone about his/her professional interests and activities.
- I can _____

ADVANCED MID

I can express myself fully not only on familiar topics but also on some concrete social, academic, and professional topics. I can talk in detail and in an organized way about events and experiences in various time frames. I can confidently handle routine situations with an unexpected complication. I can share my point of view in discussions on some complex issues.

I can communicate effectively on a wide variety of present, past, and future events.

- I can give a clear and detailed story about childhood memories, such as what happened during vacations or memorable events and answer questions about my story.
- I can give detailed descriptions about cultural events and respond to questions about them.
- 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 live and what I will be doing in the next few years.
- I can _____

I can exchange general information on topics 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 factual information about social and environmental questions, such as retirement, recycling, or pollution.
- I can _____

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 personal, school, or work place misunderstanding.
- I can explain an injury or illness and manage to get help.
- I can _____

ADVANCED HIGH

I can express myself freely and spontaneously, and for the most part accurately, on concrete topics and on most complex issues. I can usually support my opinion and develop hypotheses on topics of particular interest or personal expertise.

I can exchange complex information about academic and professional tasks.

- I can exchange complex information about my academic studies, 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 _____

I can exchange detailed information on topics within and beyond my fields of interest.

- I can exchange detailed information about my personal and professional interests.
- I can exchange detailed information on technological advances.
- I can participate in conversations on social or cultural questions relevant to speakers of this language.
- I can _____

I can support my opinion and construct hypotheses.

- I can give a supported argument about work-related processes that would benefit me and my employer.
- I can give a supported argument about social reform, such as daycare and elder care.
- I can usually defend my views in a debate.
- I can _____

SUPERIOR

I can communicate with ease, accuracy, and fluency. I can participate fully and effectively in discussions on a variety of topics in formal and informal settings. I can discuss at length complex issues by structuring arguments and developing hypotheses.

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 _____

I can discuss complex information in debates or meetings.

- I can put forth and react to others' complex ideas during a business discussion.
- I can put forth and react to others' 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 rationales to back up my statements.
- I can participate actively in a friendly political debate.
- I can participate in discussions on complex social and environmental issues, such as the influence of mass media on society or government policies.
- I can _____

I can participate with ease in complex discussions with multiple participants on a wide variety of topics.

- I can participate in an in-depth academic discussion with other students and educators who share my knowledge of the topic.
- I can skillfully relate my point of view to conversations about issues, such as foreign policy, healthcare, or environmental and economic concerns to those made by other speakers.
- I can evaluate, speculate, and hypothesize about potential consequences of a change in policy.
- I can discuss and support my opinions about how globalization has changed the world.
- I can discuss and support my opinions in an academic setting, such as collaborating with peers on a project, prioritizing staffing hires, or determining research agendas.
- I can discuss and support my recommendations in a social gathering, such as co-planning travel with friends, deliberating on the focus for a non-profit organization, or weighing the advantages and disadvantages of various technologies.
- I can discuss and support my opinions related to a business venture.
- I can _____

DISTINGUISHED

I can communicate reflectively on a wide range of global issues and highly abstract concepts in a culturally sophisticated manner.

I can use my language persuasively to advocate a point of view that is not necessarily my own.

I can tailor language to a variety of audiences by adapting my speech and register in culturally authentic ways.

I can communicate skillfully and succinctly, often using cultural and historical references to say less and mean more.

NOVICE LOW

I can present information about myself and some other very familiar topics using single words or memorized phrases.

I can recite words and phrases that I have learned.

- I can count from 1-10.
- I can say the date and the day of the week.
- I can list the months and seasons.
- I can _____

I can state the names of familiar people, places, and objects in pictures and posters using words or memorized phrases.

- I can name famous landmarks and people.
- I can name countries on a map.
- I can list items I see every day.
- I can _____

I can introduce myself to a group.

- I can state my name, age, and where I live.
- I can give my phone number, home address, and email address.
- I can _____

I can recite short memorized phrases, parts of poems, and rhymes.

- I can sing a short song.
- I can recite a nursery rhyme.
- I can recite a simple poem.
- I can _____

NOVICE MID

I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.

I can present information about myself and others using words and phrases.

- I can say what I look like.
- I can say what I am like.
- I can say what someone looks like.
- I can say what someone is like.
- I can _____

I can express my likes and dislikes using words, phrases, and memorized expressions.

- I can say which sports I like and don't like.
- I can list my favorite free-time activities and those I don't like.
- I can state my favorite foods and drinks and those I don't like.
- I can _____

I can present information about familiar items in my immediate environment.

- I can talk about my house.
- I can talk about my school or where I work.
- I can talk about my room or office and what I have in it.
- I can present basic information about my community, town/city, state, or country.
- I can _____

I can talk about my daily activities using words, phrases, and memorized expressions.

- I can list my classes and tell what time they start and end.
- I can name activities and their times in my daily schedule.
- I can talk about what I do on the weekends.
- I can _____

I can present simple information about something I learned using words, phrases, and memorized expressions.

- I can talk about holiday celebrations based on pictures or photos.
- I can name the main cities on a map.
- I can talk about animals, colors, foods, historical figures, or sports based on pictures or photos.
- I can _____

NOVICE HIGH

I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.

I can present information about my life using phrases and simple sentences.

- I can describe my family and friends.
- I can describe my school.
- I can describe where I work and what I do.
- I can _____

I can tell about a familiar experience or event using phrases and simple sentences.

- I can tell what I do in class or at work.
- I can tell about what I do during the weekend.
- I can tell about what happens after school or work.
- I can _____

I can present basic information about a familiar person, place, or thing using phrases and simple sentences.

- I can describe a useful website.
- I can talk about my favorite musical group, actor, or author.
- I can describe a landmark, vacation location, or a place I visit.
- I can talk about a famous person from history.
- I can _____

I can present information about others using phrases and simple sentences.

- I can talk about others' likes and dislikes.
- I can talk about others' free-time activities.
- I can give basic biographical information about others.
- I can _____

I can give basic instructions on how to make or do something using phrases and simple sentences.

- I can tell how to prepare something simple to eat.
- I can describe a simple routine, like getting lunch in the cafeteria.
- I can give simple directions to a nearby location or to an online resource.
- I can _____

I can present basic information about things I have learned using phrases and simple sentences.

- I can describe a simple process like a science experiment.
- I can present a topic from a lesson based on pictures or photos.
- I can present information about something I learned in a class or at work.
- I can present information about something I learned in the community.
- I can _____

INTERMEDIATE LOW

I can present information on most familiar topics using a series of simple sentences.

I can talk about people, activities, events, and experiences.

- I can describe the physical appearance of a friend or family member.
- I can describe another person's personality.
- I can describe a school or workplace.
- I can describe a famous place.
- I can describe a place I have visited or want to visit.
- I can present my ideas about something I have learned.
- I can _____

I can express my needs and wants.

- I can describe what I need for school or work.
- I can talk about what I want or need to do each day.
- I can _____

I can present information on plans, instructions, and directions.

- I can explain the rules of a game.
- I can give multi-step instructions for preparing a recipe.
- I can describe what my plans are for the weekend.
- I can describe what my summer plans are.
- I can describe holiday or vacation plans.
- I can describe what is needed for a holiday or a celebration.
- I can describe what I plan to do next in my life.
- I can _____

I can present songs, short skits, or dramatic readings.

- I can retell a children's story.
- I can present a proverb, poem, or nursery rhyme.
- I can participate in a performance of a skit or a scene from a play.
- I can _____

I can express my preferences on topics of interest.

- I can give a presentation about a movie or television show that I like.
- I can give a presentation about a famous athlete, celebrity, or historical figure.
- I can express my thoughts about a current event I have learned about or researched.
- I can _____

INTERMEDIATE MID

I can make presentations on a wide variety of familiar topics using connected sentences.

I can make a presentation about my personal and social experiences.

- I can describe a childhood or past experience.
- I can report on a social event that I attended.
- I can make a presentation on something new I learned.
- I can make a presentation about my plans for the future.
- I can _____

I can make a presentation on something I have learned or researched.

- I can give a short presentation on a current event.
- I can present about a topic from an academic subject, such as science, math, art, etc.
- I can describe how to plan and carry out an event, such as a party or family reunion.
- I can give a short presentation on a famous person, landmark, or cultural event.
- I can _____

I can make a presentation about common interests and issues and state my viewpoint.

- I can give a presentation about a favorite movie or song and tell why I like it.
- I can give a presentation about a famous person or historical figure and tell why he/she is important.
- I can share my reactions about a current event and explain why the event is in the news.
- I can _____

INTERMEDIATE HIGH

I can make presentations in a generally organized way on school, work, and community topics, and on topics I have researched. I can make presentations on some events and experiences in various time frames.

I can present information on academic and work topics.

- I can present ideas about something I have learned, such as a historical event, a famous person, or a current environmental issue.
- I can explain a series of steps needed to complete a task or experiment.
- I can explain to someone who was absent what took place in class or on the job.
- I can present my qualifications and goals for an academic program, training, or job.
- I can _____

I can make a presentation on events, activities, and topics of particular interest.

- I can present on something I learned from the media.
- I can make a presentation about an interesting person.
- I can summarize a personal, historical, or cultural event.
- I can give a presentation about my interests, hobbies, lifestyle, or preferred activities.
- I can make a presentation about the history or current status, of a school, organization, or company.
- I can make a presentation about future plans.
- I can _____

I can present my point of view and provide reasons to support it.

- I can make a presentation on rules or policies such as cell phone use, dress code, or requirements for driving and explain my viewpoint.
- I can share and justify my opinion on common issues such as allowances for children, curfews for teenagers, budget-related topics, etc.
- I can explain my point of view on current event topics such as recycling, nutrition and exercise, the food supply, conserving energy resources, extreme weather events, etc.
- I can _____

ADVANCED LOW

I can deliver organized presentations appropriate to my audience on a variety of topics.
I can present information about events and experiences in various time frames.

I can deliver short presentations on a number of academic and workplace topics.

- I can present an explanation for a work or school process, project, or policy.
- I can provide a rationale for the importance of certain classes, subjects, or training programs.
- I can present a summary of an action plan or annual report for a club or work group.
- I can _____

I can deliver short presentations on social and cultural topics.

- I can present an explanation for a social or community project or policy.
- I can give a presentation about the importance of certain social and cultural practices.
- I can give a presentation on traditions related to social events such as homecoming, graduation, marriages, funerals, etc.
- I can present a summary of an action plan or annual report for a community or social organization.
- I can _____

I can explain issues of public and community interest, including different viewpoints.

- I can present reasons for or against a position on a political or social issue.
- I can make a presentation related to public health or safety.
- I can present a position during a formal debate.
- I can make a presentation promoting an event, a service, or a product.
- I can _____

I can deliver presentations for a specific audience.

- I can deliver a presentation to my classmates or colleagues.
- I can make presentations about special opportunities such as internships and study abroad.
- I can provide an explanation about a process or procedure such as obtaining a driver's license, submitting an application for college admission, applying for a scholarship financial aid, etc.
- I can present an overview about my school, community, or workplace.
- I can _____

ADVANCED MID

I can deliver well-organized presentations on concrete social, academic, and professional topics.
I can present detailed information about events and experiences in various time frames.

I can present information about events of public or personal interest.

- I can recount the details of a historical event.
- I can present in detail the plot, setting, characters, etc. of a film or book.
- I can describe in detail a social event or a local celebration.
- I can present a full account of the social and cultural activities from a recent trip or excursion.
- I can tell a story to a particular audience for dramatic effect.
- I can incorporate simple analogies into presentations.
- I can give an accurate description of something I participated in or witnessed.
- I can _____

I can convey my ideas and elaborate on a variety of academic topics.

- I can make presentations on a variety of subjects I have researched.
- I can teach a lesson intended for a particular audience.
- I can give detailed presentations on the process and the outcome of an experiment, research study, etc.
- I can make presentations to advocate for educational opportunities such as membership in a club, honor society, or study abroad.
- I can give a presentation on a capstone or similar summative project such as a thesis or seminar.
- I can _____

I can give presentations with ease and detail on a wide variety of topics related to professional interests.

- I can give a presentation about my studies, work, or organization to an outside audience.
- I can advocate for new ideas or innovative approaches related to school, work, or training.
- I can present detailed information to clients, customers, or others.
- I can _____

ADVANCED HIGH

I can deliver detailed presentations, usually with accuracy, clarity and precision, on a variety of topics and issues related to community interests and some special fields of expertise.

I can present complex information on many concrete topics and related issues.

- I can deliver detailed and well-organized presentations about topics that I have studied, such as modern art or internet journalism.
- I can present complex information about my work responsibilities, such as interfacing with other employees, and new directions in the field.
- I can give a presentation about cultural influences on society.
- I can speak about the details and value of an experiment I have performed.
- I can incorporate a variety of supporting media and materials such as statistics, analyses, trends, polls, etc. into a presentation.
- I can _____

I can present a viewpoint with supporting arguments on a complex issue.

- I can present a detailed, supported argument about the need for alternative energy sources or other environmental topics.
- I can clearly present a particular political viewpoint.
- I can present an argument in favor of an economic policy and support my opinion with details.
- I can defend or challenge a controversial action taken by a person or group.
- I can _____

I can use appropriate presentational conventions and strategies.

- I can incorporate some appropriate idiomatic and culturally authentic expressions and behaviors in my presentation.
- I can express my viewpoints using expressions appropriate for the target language and culture.
- I can deliver my presentation appropriate to the formality of the setting.
- I can _____

SUPERIOR

I can deliver detailed presentations with accuracy, clarity, and precision to a wide variety of audiences on topics and issues ranging from broad general interests to areas of specialized expertise.

I can give a clearly articulated and well-structured presentation on a complex topic or issue.

- I can provide a balance of explanations and examples on a complex topic.
- I can expound on a concept or trend in my field of specialization.
- I can give a speech on a particular controversial issue, challenging listeners to consider multiple perspectives.
- I can lecture for a variety of purpose in a way that aligns the presentation with intended objectives.
- I can _____

I can adapt the language in my presentation for casual, professional, or general public audiences.

- I can use both informal to formal speech when speaking to a mixed group.
- I can use specialized language or jargon targeted to a particular audience.
- I can simplify my speech for younger or less informed audiences.
- I can _____

I can depart from the prepared text of my presentation when appropriate.

- I can speak extemporaneously to clarify or expand on points in a presentation.
- I can fill in gaps to address the audience's lack of knowledge on a particular topic.
- I can restructure my presentation to reflect a particular point of view.
- I can effortlessly reformulate what I want to say when interrupted or misunderstood.
- I can confidently present on a complex topic to an audience unfamiliar with the topic and make adjustments as needed to meet the needs of the audience.
- I can _____

DISTINGUISHED

I can deliver sophisticated and articulate presentations on a wide range of global issues and highly abstract concepts in a culturally appropriate manner, tailored to a variety of audiences.

I can present skillfully and with accuracy, efficiency, and effectiveness in a variety of settings.

- I can deliver a speech fluently and with ease when speaking to a variety of audiences.
- I can use culturally authentic language by adjusting my speech and register for a variety of purposes in a formal setting.
- I can use language that fully reflects the nuances of the target culture.
- I can use rhetorical devices to convey humor, irony, or satire.
- I can demonstrate a broad range of vocabulary on a variety of general, personal, professional, and academic topics.
- I can gauge the level of comprehension of my audience and readjust my presentation's content or style.
- I can _____

I can tailor my presentation to engage an audience whose attitudes and culture may be different from my own.

- I can incorporate a wide range of idioms and culturally authentic references.
- I can connect with my audience by incorporating cultural and historical references.
- 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 _____

NOVICE LOW

I can copy some familiar words, characters, or phrases.

I can copy some characters or letters and words that I see on the wall or board, in a book, or on the computer.

- I can copy the letters of the alphabet.
- I can copy the characters that I am learning.
- I can copy a simple phrase like “Happy Birthday,” “Happy Holidays,” etc.
- I can _____

I can write words and phrases that I have learned.

- I can write my name, home address, and my email address.
- I can write numbers such as my phone number.
- I can write the date and the day of the week.
- I can write the months and seasons.
- I can _____

I can label familiar people, places, and objects in pictures and posters.

- I can label famous landmarks and people.
- I can write the names of countries on a map.
- I can list items I see every day.
- I can label items in a room.
- I can _____

NOVICE MID

I can write lists and memorized phrases on familiar topics.

I can fill out a simple form with some basic personal information.

- I can fill out a form with my name, address, phone number, birth date, and nationality.
- I can complete a simple online form.
- I can fill out a simple schedule.
- I can _____

I can write about myself using learned phrases and memorized expressions.

- I can list my likes and dislikes such as favorite subjects, sports, or free-time activities.
- I can list my family members, their ages, their relationships to me, and what they like to do.
- I can list my classes and tell what time they start and end.
- I can write simple statements about where I live.
- I can _____

I can list my daily activities and write lists that help me in my day-to-day life.

- I can label activities and their times in my daily schedule.
- I can write about what I do on the weekends.
- I can write a to-do list.
- I can write a shopping list.
- I can _____

I can write notes about something I have learned using lists, phrases, and memorized expressions.

- I can list the main cities of a specific country.
- I can write the phrases and memorized expressions connected with holiday wishes and celebrations in a specific country.
- I can create a list of topics or categories using vocabulary I have learned.
- I can write something I hear or have heard such as simple information in a phone message or a classroom activity.
- I can _____

NOVICE HIGH

I can write short messages and notes on familiar topics related to everyday life.

I can write information about my daily life in a letter, blog, discussion board, or email message.

- I can introduce myself.
- I can describe my family and friends.
- I can describe my school.
- I can describe where I work and what I do.
- I can _____

I can write short notes using phrases and simple sentences.

- I can write a postcard message.
- I can write a special occasion message such as a birthday or congratulatory note.
- I can write a short announcement, invitation, or thank-you note.
- I can _____

I can write about a familiar experience or event using practiced material.

- I can write what I do in class or at work.
- I can write what happens after school or during the weekend.
- I can write about a website, a field trip, or an activity that I participated in.
- I can _____

I can write basic information about things I have learned.

- I can write up a simple process like a science experiment.
- I can write about a topic from a lesson using pictures or photos.
- I can write about something I learned online, in a class, at work, or in the community.
- I can _____

I can ask for information in writing.

- I can request resources like brochures or posted information.
- I can request an appointment with a classmate, teacher, or colleague.
- I can request an application for a job, membership in a club, or admission to a school or program.
- I can _____

INTERMEDIATE LOW

I can write briefly about most familiar topics and present information using a series of simple sentences.

I can write about people, activities, events, and experiences.

- I can describe the physical appearance and personality of a friend or family member.
- I can write about a school, workplace, famous place, or place I have visited.
- I can write about a holiday, vacation, or a typical celebration.
- I can write about something I have learned.
- I can write about what I plan to do next in my life.
- I can _____

I can prepare materials for a presentation.

- I can write out a draft of a presentation that I plan to present orally.
- I can write an outline of a project or presentation.
- I can write notes for a speech.
- I can _____

I can write about topics of interest.

- I can write about a movie or a television show that I like.
- I can write about a famous athlete, celebrity, or historical figure.
- I can write a brief explanation of a proverb or nursery rhyme.
- I can write a simple poem.
- I can _____

I can write basic instructions on how to make or do something.

- I can write the rules of a game.
- I can write about how to prepare something simple to eat.
- I can write about a simple routine, like getting lunch in the cafeteria.
- I can write simple directions to a nearby location or to an online resource.
- I can _____

I can write questions to obtain information.

- I can post a question for discussion or reflection.
- I can develop a simple questionnaire or survey.
- I can _____

INTERMEDIATE MID

I can write on a wide variety of familiar topics using connected sentences.

I can write messages and announcements.

- I can write a message to explain or clarify something.
- I can write about common events and daily routines.
- I can write an autobiographical statement for a contest, study abroad or other special program, or job application.
- I can write an invitation or flyer about an event I am planning.
- I can _____

I can write short reports about something I have learned or researched.

- I can write a short article on a current event.
- I can write about an academic subject, such as science, math, art, etc.
- I can write the minutes or a debrief from a club or other meeting.
- I can _____

I can compose communications for public distribution.

- I can create a flyer for an upcoming event at my school or at work.
- I can write a review of a movie, book, play, exhibit, etc.
- I can post an entry to a blog or a discussion forum.
- I can compose a simple letter, response, or article for a publication.
- I can contribute to a school or work publication.
- I can _____

INTERMEDIATE HIGH

I can write on topics related to school, work, and community in a generally organized way.
I can write some simple paragraphs about events and experiences in various time frames.

I can write about school and academic topics.

- I can write a simple summary about something I have learned.
- I can write a series of steps needed to complete a task, such as for an experiment.
- I can prepare notes for someone who was absent from class or school.
- I can write the content for a multi-media presentation, a handout, a synopsis, etc.
- I can _____

I can write about work and career topics.

- I can write a simple summary about an assignment or task that I've been asked to do.
- I can document the series of steps needed to complete a task or project.
- I can prepare notes for someone who is new or has been absent from a project, team, or work meeting.
- I can draft a work plan.
- I can write the content for a multi-media presentation, a handout, a synopsis, etc.
- I can _____

I can write about community topics and events.

- I can write a simple summary about something I have researched.
- I can write the content for a multi-media presentation, a handout, a synopsis, etc.
- I can write the series of steps needed to complete a task, such as for a community event or a fund raiser.
- I can summarize what has been happening in the community for someone who is new or has been away.
- I can _____

I can write about an entertainment or social event.

- I can summarize a conversation or interview that I had with someone.
- I can describe an event that I participated in or witnessed.
- I can write a brief summary of the plot of a movie or an episode of a TV show.
- I can _____

ADVANCED LOW

I can write on general interest, academic, and professional topics.
I can write organized paragraphs about events and experiences in various time frames.

I can meet basic school and academic writing needs.

- I can revise class or meeting notes that I have taken for distribution.
- I can draft and revise an essay or composition as part of a school assignment.
- I can write an abstract for a science fair project, research study, or conference.
- I can write summaries or annotations for a research project.
- I can _____

I can meet basic work and career writing needs.

- I can write an informational memo about a project or event.
- I can write summaries or a multi-step work plan for a new project.
- I can write brief job descriptions or performance reports.
- I can revise for distribution meeting notes that I have taken.
- I can draft and revise a resume or cover letter.
- I can _____

I can meet basic social and civic writing needs.

- I can manage and edit an online journal, blog, or discussion forum.
- I can write an article about an event or project of a club or group.
- I can write a letter of advice or letter to the editor on a social, civic, or political issue.
- I can prepare reports and online communications for a social club, community, or political group.
- I can _____

ADVANCED MID

I can write on a wide variety of general interest, professional, and academic topics.
I can write well-organized, detailed paragraphs in various time frames.

I can write well organized texts for a variety of academic purposes.

- I can write a research paper on a topic related to my studies or area of specialization.
- I can write a proposal for a project or a research study.
- I can write a newspaper and/or magazine article about an event, project, or research initiative.
- I can write content for instructional resources.
- I can _____

I can write well organized texts for a variety of professional purposes.

- I can write letters of recommendation.
- I can write a project proposal or a report.
- I can write about the results of a survey and the recommendations that might follow.
- I can write a statement for a job application.
- I can write performance reviews or project evaluations.
- I can write brochures or other resources for clients or customers.
- I can _____

I can write well organized texts for a variety of general interest purposes.

- I can write an article for a special interest magazine.
- I can write a family or community history.
- I can write brochures or other resources for community events or fundraising.
- I can write promotional materials.
- I can _____

ADVANCED HIGH

I can write extensively with significant precision and detail on a variety of topics, most complex issues, and some special fields of expertise.

I can write using target language and culture conventions to present and elaborate a point of view.

- I can write a position paper on an issue I have researched or related to my field of expertise.
- I can express a detailed point of view in a blog or other public forum.
- I can write an editorial piece in order to speculate on outcomes or implications of an issue.
- I can _____

I can write using target language and culture conventions for informal purposes.

- I can write a personal mission statement.
- I can write a statement of purpose related to my professional goals.
- I can write entries in a reflection journal.
- I can _____

I can write using target language and culture conventions for formal purposes.

- I can write an in-depth research paper.
- I can write a policy statement.
- I can contribute to a strategic plan.
- I can create a professional portfolio.
- I can _____

SUPERIOR

I can write about complex and abstract issues ranging from topics of broad general interests to areas of specialized expertise using standard structure, lexicon, and writing protocols.

I can write effectively about complex and abstract issues of general interest.

- I can write an analysis piece for a literary magazine or other similar publications.
- I can write a comprehensive policy statement challenging readers to consider multiple perspectives.
- I can write personal imaginative texts, such as a film or drama script, following established conventions of the genre.
- I can _____

I can write about complex and abstract issues on academic and professional topics.

- I can write extensively on a concept or trend in my field of specialization.
- I can write an article for submission to a professional or specialized journal.
- I can write using specialized or professional vocabulary.
- I can write an academic thesis or dissertation.
- I can _____

I can develop an argument using the writing mechanics and organizational style of the target language and culture.

- I can accurately apply the standard punctuation of the target language.
- I can write using appropriate grammatical structures of the target language.
- I can structure my prose to reflect the way in which arguments are structured and elaborated in target language writing.
- I can _____

DISTINGUISHED

I can write about global issues from highly conceptualized and analytical perspectives.
I can tailor my writing to sophisticated readers.

I can craft texts using a variety of writing styles reflective of target culture patterns.

- I can use rhetorical devices to convey humor, irony, or satire.
- I can write metaphorically based on the cultural or historical context of the readership.
- I can use language that reflects nuances of the target culture as appropriate to the context and readership.
- I can _____

I can write as succinctly or elaborately as required by the purpose of the writing.

- I can write a text as short as a poem or as long as a treatise.
- I can author persuasive and hypothetical discourse.
- I can write a persuasive communication.
- I can advocate a position that is not necessarily my own.
- I can _____

I can write creatively.

- I can write in a thought-provoking manner.
- I can write in unconventional ways that surprise the reader.
- I can use structure and punctuation to enhance meaning.
- I can _____

NOVICE LOW

I can recognize a few memorized words and phrases when I hear them spoken.

I can occasionally identify the sound of a character or a word.

- I can recognize the sound of a few letters when they are spoken or spelled out.
- I can _____

I can occasionally understand isolated words that I have memorized, particularly when accompanied by gestures or pictures.

- I can understand greetings.
- I can recognize some color words.
- I can understand some numbers.
- I can understand some food items.
- I can _____

NOVICE MID

I can recognize some familiar words and phrases when I hear them spoken.

I can understand a few courtesy phrases.

- I can understand greetings.
- I can understand when people express thanks.
- I can understand when people introduce themselves.
- I can understand when someone asks for a name.
- I can _____

I can recognize and sometimes understand basic information in words and phrases that I have memorized.

- I can understand days of the week and the hour.
- I can recognize when I hear a date.
- I can recognize some common weather expressions.
- I can _____

I can recognize and sometimes understand words and phrases that I have learned for specific purposes.

- I can recognize the names of the planets in a science class.
- I can recognize the names of some parts of the body in a health or fitness class.
- I can _____

NOVICE HIGH

I can often understand words, phrases, and simple sentences related to everyday life.
I can recognize pieces of information and sometimes understand the main topic of what is being said.

I can sometimes understand simple questions or statements on familiar topics.

- I can recognize the difference between a question and a statement.
- I can sometimes understand questions about how old I am, where I live, what I do in my free time, etc.
- I can sometimes understand questions or statements about family.
- I can sometimes understand questions or statements about my friends and classmates or workmates.
- I can _____

I can understand simple information when presented with pictures and graphs.

- I can understand some facts about the weather when weather symbols are used.
- I can understand when someone describes physical descriptions from a photo or an art work.
- I can follow along with simple arithmetic problems when I can see the figures.
- I can _____

I can sometimes understand the main topic of conversations that I overhear.

- I can sometimes understand if people are referring to me.
- I can sometimes understand if people are talking about their homes or asking for directions.
- I can sometimes understand a simple transaction between a customer and a sales clerk.
- I can _____

INTERMEDIATE LOW

I can understand the main idea in short, simple messages and presentations on familiar topics.
I can understand the main idea of simple conversations that I overhear.

I can understand the basic purpose of a message.

- I can determine if I am hearing an announcement or an advertisement.
- I can understand what a radio advertisement is selling.
- I can understand when and where an event will take place.
- I can understand a voice message accepting or rejecting an invitation.
- I can _____

I can understand messages related to my basic needs.

- I can understand a clear and repeated announcement about a flight's departure time and/or gate.
- I can understand teacher announcements about when an assignment is due.
- I can understand the date and time of when a voice message was recorded.
- I can _____

I can understand questions and simple statements on everyday topics when I am part of the conversation.

- I can understand questions about my work or class schedule.
- I can understand questions about my likes and dislikes.
- I can understand simple compliments about what I am wearing or what I am doing.
- I can _____

INTERMEDIATE MID

I can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. I can understand the main idea in conversations that I overhear.

I can understand basic information in ads, announcements, and other simple recordings.

- I can understand when, where, and who is playing in a concert from a radio advertisement.
- I can understand the main message of an e-card greeting.
- I can understand what service is being offered in a TV ad.
- I can identify the type of film from a movie preview.
- I can _____

I can understand the main idea of what I listen to for personal enjoyment.

- I can understand basic questions or statements during a video conference.
- I can understand a short YouTube clip.
- I can understand peers' recorded descriptions about themselves or their avatars.
- I can _____

I can understand messages related to my everyday life.

- I can understand a voice message about the time and place of meeting.
- I can understand a box-office recording about the times of the performances or events.
- I can understand that an event is being postponed or cancelled.
- I can _____

INTERMEDIATE HIGH

I can easily understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. I can usually understand a few details of what I overhear in conversations, even when something unexpected is expressed. I can sometimes follow what I hear about events and experiences in various time frames.

I can easily understand straightforward information or interactions.

- I can understand the descriptions of avatars in a new video game.
- I can understand an interview between a student reporter and foreign visitors about activities they have done and are planning to do while in town.
- I can understand a tour guide's description of a city's history and attractions.
- I can _____

I can understand a few details in ads, announcements, and other simple recordings.

- I can understand a few details about a nutritional recommendation in a public service health announcement.
- I can understand the services offered in an ad about a car repair service.
- I can understand a few details from public service announcements such as severe weather warnings or safety alerts.
- I can _____

I can sometimes understand situations with complicating factors.

- I can understand a voice message from an exchange student telling why she will be late.
- I can understand a phone message about a change in meeting times and place.
- I can understand a voice message from the airlines about changes to a flight schedule.
- I can _____

ADVANCED LOW

I can understand the main idea and some supporting details in organized speech on a variety of topics of personal and general interest. I can follow stories and descriptions of some length and in various time frames. I can understand information presented in a variety of genres on familiar topics, even when something unexpected is expressed.

I understand descriptions and stories of events that have happened or will happen.

- I can understand short presentations about famous people in history.
- I can understand a voicemail outlining the details of a plan for an upcoming outing.
- I can follow a video conferencing session in which the speakers recount their experience on a recent trip.
- I can _____

I can understand the main idea of popular genres.

- I can follow televised promotions for upcoming programs.
- I can follow a YouTube comparison of two popular vacation locations.
- I can follow simple oral stories, recorded books, summaries, or short excerpts from speeches.
- I can understand some simple information from a movie trailer.
- I can _____

ADVANCED MID

I can understand the main idea and most supporting details on a variety of topics of personal and general interest, as well as some topics of professional interest. I can follow stories and descriptions of some length and in various time frames. I can understand information presented in most genres, even when not familiar with the topic.

I can understand the main idea and many details of descriptions or interviews.

- I can understand an interview with a famous person, such as a rock star, politician, or actor.
- I can understand a Web-based presentation giving a virtual tour of a city, a museum, or university.
- I can understand an introduction that outlines the achievements of a speaker.
- I can _____

I can understand directions and instructions on everyday tasks.

- I can understand multi-step instructions in a recipe presented on TV or YouTube.
- I can understand when a friend tells me how to play a sport or game.
- I can understand the details when a teacher presents how to complete a homework assignment to the class.
- I can _____

I can understand accounts of events.

- I can understand a voicemail message on how someone missed a meeting because of an accident.
- I can understand a family member recounting an event in a recorded memoir.
- I can understand some autobiographical details of a well-known science figure.
- I can understand a commentator's summary of a sporting event on TV.
- I can _____

ADVANCED HIGH

I can easily follow narrative, informational, and descriptive speech. I can understand discussions on most topics that deal with special interests, unfamiliar situations, and abstract concepts.
I can sometimes follow extended arguments and different points of view.

I can easily understand detailed reports and exposés.

- I can understand an interview in which the relationship of texting and traffic accidents is detailed by victims' reports on their experiences.
- I can understand a radio report on the increased crime rate in the community that includes descriptions of specific incidents of crime.
- I can understand a televised exposé on celebrities as heroes.
- I can _____

I can often understand various viewpoints in extended arguments.

- I can follow the argument when students debate the advantages and disadvantages of study abroad supported by examples of their personal experiences.
- I can understand the main points made in a conversation I overhear where two people are arguing the pros and cons of social networking.
- I can understand a YouTube debate on the legal age of drinking.
- I can _____

I can understand discussions and presentations on many concrete and abstract topics.

- I can understand the benefits of marathon running as detailed in a podcast.
- I can understand many points made in a YouTube presentation advocating for changes to immigration laws.
- I can understand a group leader's justification for protesting a cut in programs.
- I can _____

SUPERIOR

I can follow a wide range of academic and professional discourse on abstract and specialized topics. I can understand all standard dialects. I can sometimes infer complex meaning that requires deep understanding of the culture.

I can understand a variety of abstract and technical topics within my field of expertise.

- I can understand a lecture on my favorite subject.
- I can understand a scientific argument.
- I can understand a speech on a historical period.
- I can _____

I can understand discussions on various issues of general interest.

- I can understand the points of view of a televised political debate between candidates running for office.
- I can understand the debate teams' opposing ideas on the funding of arts at school.
- I can understand a panel discussion on a school or city policy.
- I can _____

I can understand implications and inferences in discussions or presentations.

- I can follow the discussion on a talk show about the implications of global warming.
- I can follow the arguments at a public meeting of a parent who opposes a school closing.
- I can follow a politician's speech on health care policies.
- I can _____

DISTINGUISHED

I can understand highly abstract and specialized speech tailored to different audiences. I can understand sophisticated language, humor, and persuasive arguments embedded with cultural references and allusions.

I can understand speech that is tailored to either formal or informal contexts.

- I can understand the plot and cultural implications of oral narratives such as folk and fairy tales.
- I can understand comic presentations.
- I can understand cultural inferences in puns and jokes.
- I can understand a debate or speech where diplomatic language is used.
- I can understand the details and subtleties of academic presentations.
- I can understand shades of meaning when watching a movie or listening to a song.
- I can _____

I can understand a wide range of idioms, metaphors, and culturally embedded references.

- I can understand political discourse that reflects cultural allusion or metaphor.
- I can understand the idioms, historical references, and cultural implications in musical lyrics.
- I can _____

I can follow speech that takes a surprising turn.

- I can understand when a speaker's conclusion veers from the expected direction of the preceding argument.
- I can understand the unanticipated outcome when one has been "led down the garden path."
- I can _____

NOVICE LOW

I can recognize a few letters or characters. I can identify a few memorized words and phrases when I read.

I can recognize a few letters or characters.

- I can alphabetize a few names or words.
- I can match a character in a headline to a supporting visual.
- I can _____

I can connect some words, phrases, or characters to their meanings.

- I can recognize some cities on a map.
- I can identify some menu items.
- I can _____

NOVICE MID

I can recognize some letters or characters. I can understand some learned or memorized words and phrases when I read.

I can recognize words, phrases, and characters with the help of visuals.

- I can recognize entrance and exit signs.
- I can identify family member words on a family tree.
- I can identify healthy nutritional categories.
- I can identify the simple labels on a science-related graph.
- I can _____

I can recognize words, phrases, and characters when I associate them with things I already know.

- I can check off words or phrases on a to-do list, grocery list, or scavenger hunt list.
- I can identify labeled aisles in a supermarket.
- I can choose a restaurant from an online list of local eateries.
- I can identify scores from sports teams because I recognize team names and logos.
- I can identify artists, titles, and music genres from iTunes.
- I can identify the names of classes and instructors in a school schedule.
- I can _____

NOVICE HIGH

I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life.
I can sometimes understand the main idea of what I have read.

I can usually understand short simple messages on familiar topics.

- I can understand basic familiar information from an ad.
- I can sometimes identify the purpose of a brochure.
- I can identify information from a movie brochure or poster.
- I can understand simple information in a text message from a friend.
- I can _____

I can sometimes understand short, simple descriptions with the help of pictures or graphs.

- I can understand simple captions under photos.
- I can understand very basic information from a real estate ad.
- I can understand website descriptions of clothing items to make an appropriate purchase.
- I can identify the categories on a graph.
- I can _____

I can sometimes understand the main idea of published materials.

- I can distinguish a birthday wish from a note expressing thanks.
- I can identify destinations and major attractions on a travel brochure.
- I can locate places on city maps.
- I can _____

I can understand simple everyday notices in public places on topics that are familiar to me.

- I can understand a simple public transportation schedule.
- I can locate notices on where to park.
- I can understand notices that tell of street or metro closings.
- I can understand a store's hours of operation.
- I can read the labels on a recycling bin.
- I can _____

INTERMEDIATE LOW

I can understand the main idea of short and simple texts when the topic is familiar.

I can understand messages in which the writer tells or asks me about topics of personal interest.

- I can understand what an e-pal writes about interests and daily routines.
- I can understand a simple posting on a friend's social media page.
- I can understand a text from a friend about our plans.
- I can understand if a friend accepts or rejects an invitation.
- I can _____

I can identify some simple information needed on forms.

- I can understand what is asked for on a customs form.
- I can understand what is asked for on a hotel registration form.
- I can understand what is asked for on an ID card.
- I can _____

I can identify some information from news media.

- I can understand personal information about sports stars from photo captions.
- I can understand some information on job postings.
- I can understand basic information on weather forecasts.
- I can _____

INTERMEDIATE MID

I can understand the main idea of texts related to everyday life and personal interests or studies.

I can understand simple personal questions.

- I can understand the questions asked on a career preference survey.
- I can understand what is asked for on a simple, popular magazine questionnaire.
- I can understand the personal questions to complete a profile on a social media site.
- I can _____

I can understand basic information in ads, announcements, and other simple texts.

- I can understand the information in birth and wedding announcements.
- I can understand the information in sales ads.
- I can understand basic information on travel brochures.
- I can understand basic information on food labels.
- I can _____

I can understand the main idea of what I read for personal enjoyment.

- I can understand updates in entertainment magazines.
- I can understand postings in blogs on familiar topics.
- I can understand postcards from friends.
- I can _____

I can read simple written exchanges between other people.

- I can understand the main idea of personal messages exchanged in chat rooms.
- I can understand the main idea of a biographical interview with a celebrity.
- I can _____

INTERMEDIATE HIGH

I can easily understand the main idea of texts related to everyday life, personal interests, and studies. I can sometimes follow stories and descriptions about events and experiences in various time frames.

I can understand accounts of personal events or experiences.

- I can understand information about an upcoming excursion, such as a class trip or company event.
- I can understand a friend's postcard describing a family vacation.
- I can understand descriptions of a Peace Corps volunteer's daily life.
- I can _____

I can sometimes follow short, written instructions when supported by visuals.

- I can follow the instructions to use an ATM.
- I can follow the instructions to make an online purchase.
- I can follow simple directions to do an experiment in a science class.
- I can understand the basic instructions for playing a video game.
- I can _____

I can understand the main idea of and a few supporting facts about famous people and historic events.

- I can read a short summary of a historical figure's accomplishments.
- I can understand the main idea and a few supporting facts about a scientific discovery from a summarized description.
- I can _____

ADVANCED LOW

I can understand the main idea and some supporting details on a variety of topics of personal and general interest. I can follow stories and descriptions of some length and in various time frames and genres.

I can find and use information for practical purposes.

- I can read about an upcoming event to help me decide whether or not to attend.
- I can read a blogger's account of a trip to plan my own.
- I can read a message about a friend's car accident.
- I can read a description about a candidate to make a voting decision.
- I can understand absentee and sick leave policies.
- I can _____

I can read texts that compare and contrast information.

- I can read restaurant descriptions to guide my choice.
- I can read movie summaries to choose what to watch.
- I can read a catalogue of course descriptions to choose my classes.
- I can understand the main idea and some details from a list of government job descriptions.
- I can read an article about how technology has changed in the past 20 years.
- I can _____

I can follow simple written instructions.

- I can follow directions for assembling a model.
- I can follow driving directions.
- I can follow the steps of a recipe.
- I can _____

ADVANCED MID

I can understand the main idea and most supporting details in texts on a variety of topics of personal and general interest, as well as some professional topics. I can follow stories and descriptions of considerable length and in various time frames. I can understand texts written in a variety of genres, even when I am unfamiliar with the topic.

I can follow the general idea and some details of what is written in a variety of stories and autobiographical accounts.

- I can follow the chronological plot in a simple short story.
- I can follow news articles reporting on community events.
- I can follow a short online autobiography.
- I can follow a cover letter and a resume.
- I can _____

I can understand general information on topics outside my field of interest.

- I can understand the details about a police report on a recent crime.
- I can understand the details of a job or performance evaluation.
- I can understand the details of an article about a sporting or cultural event.
- I can _____

I can understand messages on a wide variety of past, present, and future events.

- I can understand an email message explaining details about the rescheduling of an event.
- I can understand the details in a message about why someone missed an important meeting.
- I can understand detailed descriptions about a service learning project or a volunteer experience.
- I can _____

ADVANCED HIGH

I can easily follow narrative, informational, and descriptive texts. I can understand what I read on most topics that deal with special interests, unfamiliar situations, and abstract concepts.
I can sometimes understand extended arguments and different points of view.

I can understand narrative, descriptive, and informational texts of any length.

- I can understand a detailed account of a unique travel or cultural experience.
- I can understand the minutes of a student club meeting that describes new by-laws.
- I can understand the new perspectives of a musical group in an article that describes the direction taken in their latest CD.
- I can understand most documents outlining rules and regulations, such as an apartment rental contract.
- I can _____

I can read about most topics of special interest.

- I can understand a report that describes policy changes, for example, related to admission into a program or changes to social networking platforms.
- I can follow the reporting of national or international news, such as an election, a natural disaster, or civil unrest.
- I can _____

I can read most general fiction and non-fiction.

- I can understand most short stories, plays, and novels.
- I can understand most inferences and allusions.
- I can understand non-fiction texts that are specialized and complex in nature, such as essays, documentaries, technical documentation, etc.
- I can _____

SUPERIOR

I can follow academic, professional, and literary texts on a wide range of both familiar and unfamiliar subjects. I can sometimes infer complex meaning that requires analysis and deep understanding of the culture.

I can analyze the primary argument and supporting details.

- I can interpret editorials.
- I can read a position statement and understand the inferences.
- I can understand a detailed analysis.
- I can understand a literary review.
- I can _____

I can understand detailed information within and beyond my fields of interest.

- I can understand a technical report within my field.
- I can understand a journal article in my field.
- I can read most academic or professional articles unrelated to my field.
- I can _____

I can comprehend complex texts on abstract topics of interest to me.

- I can read an article advocating for educational reform to meet global needs.
- I can read an editorial on international environmental policies.
- I can read texts about comparative religious or political philosophies.
- I can _____

DISTINGUISHED

I can understand with ease and confidence highly abstract and specialized texts that are succinct or elaborate. I can follow unpredictable turns of thought. I can manage inference from within the cultural framework.

I can understand technical language and jargon.

- I can understand technical manuals.
- I can understand legal language.
- I can understand contracts.
- I can understand legislative language.
- I can _____

I can understand popular texts that contain slang, idioms, satire, and cultural references.

- I can understand the cultural nuances of literary and digital texts.
- I can understand the subtleties of political satire in cartoons, essay, or blogs
- I can _____

I can understand beyond the text, understanding inferences, subtleties, literary devices, and rhetorical structures of diverse works.

- I can understand literary works that contain cultural inferences and embedded historical contexts.
- I can understand the cultural nuances in humorous texts.
- I can understand editorials whose arguments are indirect rather than literal.
- I can _____



ACTFL AMERICAN COUNCIL ON THE
TEACHING OF FOREIGN LANGUAGES

1001 North Fairfax Street, Suite 200
Alexandria, VA 22314
(703) 894-2900 ■ www.actfl.org