



NCSSFL-ACTFL CAN-DO STATEMENTS

ADVANCED LEVEL

Benchmarks, Performance Indicators, and Examples

for Intercultural, Interpretive, Interpersonal, Presentational

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What are the NCSSFL-ACTFL Can-Do Statements?

The 2026 NCSSFL-ACTFL Can-Do Statements are the result of collaboration between the National Council of State Supervisors for Languages (NCSSFL) and ACTFL. These statements guide:

- **Language learners** to set learning goals and self-assess and chart their progress toward language and intercultural proficiency.
- **Language educators** to write intercultural communication learning targets for curriculum, units, and lesson plans.
- **Language education partners** to clarify how well learners at different stages can communicate.

Aligned with the *ACTFL Proficiency Guidelines 2024* and the *ACTFL Performance Descriptors for Language Learners*, the 2026 Can-Do Statements reference the content of the first two goal areas from the *World-Readiness Standards for Learning Languages* (Communication and Cultures) and provide updated revisions to the *2017 NCSSFL-ACTFL Can-Do Statements*. They reflect the continuum of growth in intercultural communication skills through the Novice, Intermediate, Advanced, Superior, and Distinguished levels, describing what language users can independently do at each sublevel and paving the way to higher levels. The Can-Do Statements include an Intercultural Reflection Tool that can guide learners to deeper levels of self-reflection.

Leaders from NCSSFL and ACTFL oversaw the revisions to the 2026 Can-Do Statements in collaboration with world language educators nationwide. During the two-year revision process, the core educator writing team developed an initial draft and then refined it using feedback from live focus groups and more than 1500 online comments.

What is the History of the NCSSFL-ACTFL Can-Do Statements?

The original 2013 Can-Do Statements were a collaborative effort between NCSSFL and ACTFL to combine the NCSSFL Linguafolio® “I can” statements with the ACTFL Proficiency Guidelines 2012 and the ACTFL Performance Descriptors for Language Learners. The resulting Can-Do Statements support learner self-assessment and curriculum development by unpacking the national standards and showing how language performance points to proficiency. In 2017, the two organizations updated the Can-Do Statements to include sample learning scenarios for each language sublevel; created Intercultural Can-Do Statements for investigation and interaction; and created an Intercultural Reflection Tool to help learners use language and culture together to develop their Intercultural Communicative Competence (ICC).

How are the Can-Do Statements and the Intercultural Reflection Tool Organized?

The **Communication Can-Do Statements** are aligned to the Interpretive, Interpersonal, and Presentational Modes of Communication as described in the *World-Readiness Standards for Learning Languages*:

- **Interpretive Communication:** Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- **Interpersonal Communication:** Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- **Presentational Communication:** Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

The **Intercultural Can-Do Statements** describe the ability to investigate and interact with intercultural competence and understanding as outlined in the *World-Readiness Standards for Learning Languages*:

- **Relating Cultural Perspectives to Practices:** Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- **Relating Cultural Perspectives to Products:** Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

The **Intercultural Reflection Tool** is used in conjunction with the Can-Do Statements and provides a set of examples and scenarios that shows how learners use both their language and knowledge of culture to demonstrate their Intercultural Communicative Competence (ICC) through self-reflection. The framework for reflective activities includes:

- An in-class **introductory activity** in the new/focus language;
- A **deeper intercultural reflection** outside of class in English/home language or in the focus language; and
- An in-class **follow-up activity** in the new/focus language.

For the purpose of this document, ICC refers to the ability to interact effectively and appropriately with people across language and cultural backgrounds. ICC develops as the result of a process of intentional goal setting and self-reflection around language and cultures and involves attitudinal changes toward one’s own and other cultures. ICC is essential for establishing effective, positive relationships across cultures, which is needed in a global society.

What are the Key Features of the Can-Do Statements?

The Can-Do Statements clarify language performance and intercultural competence through Proficiency Benchmarks, Performance Indicators, and Example scenarios across learning and real-life contexts. A **glossary** is found at the end of the document to define and give examples of key terms.

1. PROFICIENCY BENCHMARKS

Proficiency Benchmarks identify the overarching features of language performance and intercultural competence in each of the three modes of communication along the five major levels of the ACTFL proficiency continuum (Novice, Intermediate, Advanced, Superior, Distinguished). Benchmarks provide support to learners in setting long-term goals and inform program or course outcomes for educators.

Presentational Proficiency Benchmarks

NOVICE	INTERMEDIATE	ADVANCED	SUPERIOR	DISTINGUISHED
<i>I can</i> share information on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.	<i>I can</i> provide information and express my thoughts about familiar topics, creating sentences and series of connected sentences through spoken, written, or signed language.	<i>I can</i> organize, express, and present information to an audience in a detailed way on concrete unfamiliar topics, using paragraphs across various time frames through spoken, written, or signed language.	<i>I can</i> present to a wide variety of audiences on hypothetical or abstract issues and ideas ranging from broad general interests to my areas of specialized expertise, producing extended discourse with precision of expression, using spoken, written, or signed language.	<i>I can</i> present on a wide range of global issues and highly abstract concepts, producing conceptually and linguistically complex discourse and adapting to the cultural context of the audience using spoken, written, or signed language.

2. PERFORMANCE INDICATORS

Performance Indicators unpack the Proficiency Benchmarks by describing the steps toward reaching the overarching Benchmark goal. They help learners chart progress toward meeting language learning goals and inform unit and lesson design for educators by identifying the specific function, context, and text type for each sublevel (low, mid, high) of the major levels.

The Performance Indicators are presented as both full sentences and in an unpacked format of their three core elements to deepen understanding of each sublevel:

- **Functions:** The types of communication activities that the individual can handle, such as understanding the main idea, providing personal information, or maintaining conversations.
- **Context:** The situations or circumstances in which the individual can achieve communication goals, ranging from familiar and unfamiliar to abstract and hypothetical.
- **Text Type:** The length and complexity of oral, written, or signed text or media that the individual can understand and produce, ranging from words and phrases to sentences, paragraphs, and multi-paragraph discourse. The term *Discourse Type* may be used to highlight that text is not only written but may also be oral or signed.

Presentational Performance Indicators

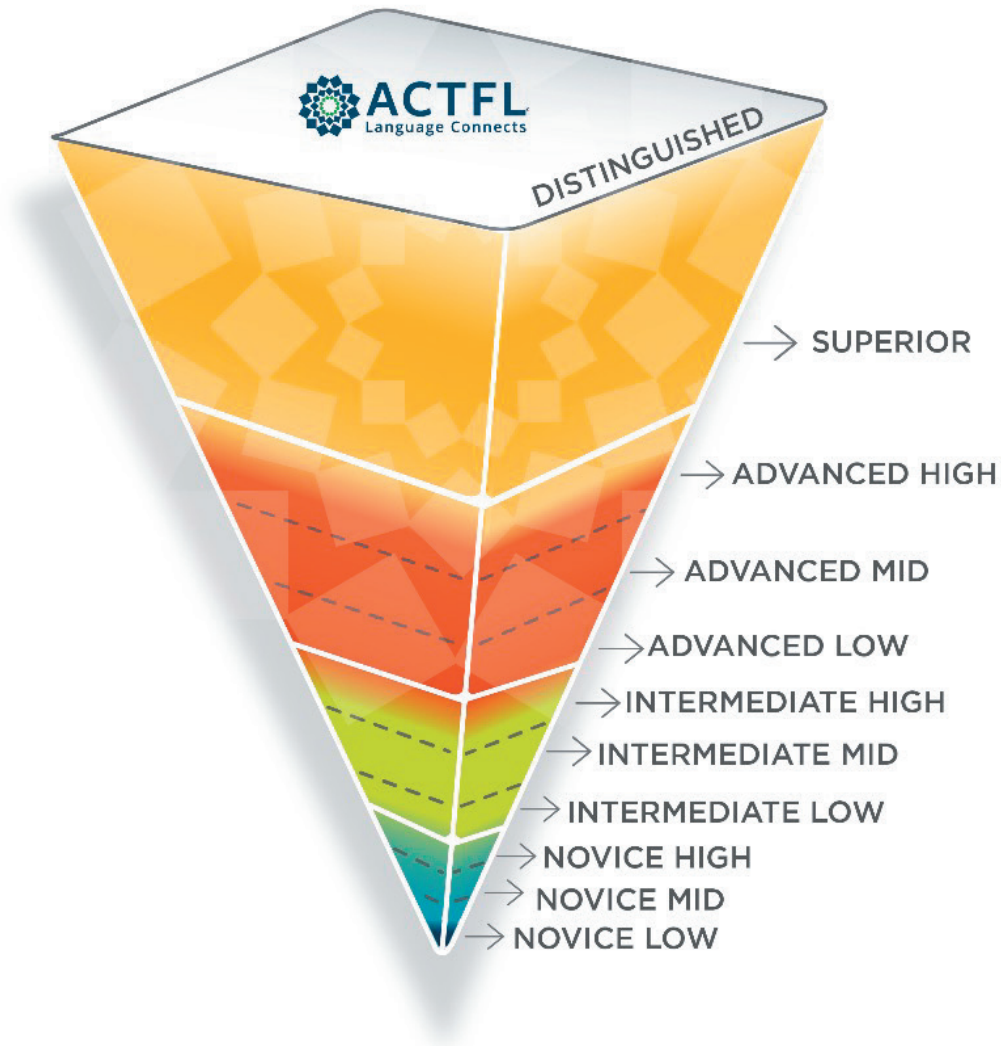
NOVICE HIGH	INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
Function: I can express my preferences	Function: I can express my preferences and opinions and tell why I feel that way	Function: I can state my viewpoint and give some reasons to support it	Function: I can state my viewpoint and give reasons to support it, often across various time frames
Context: on familiar, everyday topics of interest	Context: on familiar, everyday topics of interest	Context: on familiar topics	Context: on familiar or researched topics
Text Type: using simple sentences most of the time	Text Type: creating simple sentences	Text Type: creating sentences and strings of connected sentences	Text Type: creating short paragraphs

3. PERFORMANCE EXAMPLES

Performance Examples illustrate language performance across the sublevels in a variety of learning contexts (e.g., social, academic across PK-20, immersion, adult) and inform instruction at the lesson or learning activity level.

Presentational Examples

NOVICE HIGH	INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
<i>I can</i> recommend places to experience a variety of art or music styles.	<i>I can</i> give reasons why an art or music style is appealing to me.	<i>I can</i> give a review of artwork or a song with specific reasons to support my point of view.	<i>I can</i> give a presentation comparing the popularity of art or music festivals I have attended.



How do Learners and Educators Use the Can-Do Statements?

TO DEMONSTRATE CONSISTENCY OVER TIME

Learners demonstrate what they “can do” consistently in each mode and at each sub-level, in numerous situations throughout the learning process. Learners may be at different levels for different modes (Interpretive, Interpersonal, Presentational) or skills (reading, listening, writing, speaking, viewing, signing).

Can-Do Statements are not a checklist of tasks to be demonstrated once and checked off. It is not sufficient for learners to show evidence of performance in just one specific situation; the indicators and examples at each sublevel illustrate how learners might demonstrate skills in each mode of communication through a wide variety of evidence.

TO DESCRIBE PERFORMANCE AT EACH SUBLEVEL

Can-Do Statements describe what learners can independently do at each sublevel and help pave the way to higher levels. Higher level skills and functions (e.g., using time frames, understanding complex texts) need to be introduced at lower sublevels and built upon in order to have independent control of those skills and functions at higher sublevels. Each sublevel includes the abilities of the prior sublevels.

Can-Do Statements are not a limitation of what to learn or teach. Can-Do Statements do not show what to learn or teach at each sublevel; the descriptors show the skills and functions that can be done with full control at that sublevel. Learners should work with authentic cultural materials and real-life scenarios at all levels and sublevels and set goals for how to progress to the next higher level.

TO DEVELOP INDEPENDENT OR CURRICULAR LEARNING GOALS

The performance examples include topics that expand across the proficiency continuum, from familiar (daily life, personal experiences, classroom or researched topics) to concrete to abstract. Learners and educators are encouraged to make their own customized “I can...” examples to fit the content and context of the learning and the targeted proficiency level.

Can-Do Statement examples are not a prescribed curriculum. The Can-Do Statements include examples of communicative performance to adapt or modify for local curricula; they are not intended to provide ready-made lessons. The examples provided do not claim to be exhaustive or specific to a level of schooling.

TO SELF-ASSESS AND EVALUATE PERFORMANCE

Learners and educators use the Can-Do Statements for self-evaluation to become more aware of what they know and can do in the new language. By using statements aligned to the proficiency scale, educators can more easily create rubrics that enable learners to chart their progress.

Can-Do Statements are not used as an instrument for determining a letter or number grade. Growth in acquiring a language is measured over time when tasks are integrated into performance assessments and evaluated using rubrics based on the ACTFL proficiency descriptors.

What are the Theoretical Frameworks and Research?

Too often learners are seen as subjects of assessment, not users of assessments. To become the primary users of assessment information, learners must make what they learn part of themselves. One important means for involving learners in their own learning process is by having them participate in a goal setting process to monitor their own progress to determine how well they are accomplishing their learning targets. Learning goals form the foundation for motivation in an instructional setting and for where working memory is being allocated. Motivation is critical to learning because, “without sufficient motivation even the brightest learners are unlikely to persist long enough to attain any really useful language” (Dörnyei, 2010, p. 74). It is vital to understand motivation in order to promote learner autonomy, which is key to the continuation of language learning beyond the classroom.

Learning targets, expressed in terms of Can-Do Statements, provide an important venue for setting learning goals to provide language learners with the opportunity to take responsibility for their own learning through the establishment of positive short-and long-term learning goals and to monitor their own learning experiences to ensure accomplishment of these goals. SMART (specific, measurable, achievable, relevant, time bound) goals, such as the Can-Do Statements, provide a clear direction to focus learners’ language learning efforts that will help them meet these goals. Such a constructivist, or sociocultural worldview, regards learning as an ongoing process where learners are continually involved in self-assessment and self-reflection about their own learning, aimed at developing self-regulation and self-efficacy.

The impact on learners and learner achievement of Can-Do Statements, as evidenced in LinguaFolio® (LF®) and its European predecessor, the European Language Portfolio (ELP), has been investigated through a growing body of research. LinguaFolio® was designed to help language educators develop autonomous learning and learner empowerment. Research at the classroom level has revealed that goal setting, which is at the heart of LF® and ELP, promotes self-regulated learning, increases language and academic achievement, enhances motivation and task value, and improves self-assessment when implemented regularly and frequently (Burton & Swain, 2014; Ciesielkiewicz & Coca, 2013; Little, 2009; Little, 2003; Little, Goullier, & Hughes, 2011; Moeller, Theiler, & Wu, 2012; Ziegler, 2014; Ziegler & Moeller, 2012; Clarke, 2013; Moeller & Yu, 2015). Learners who experienced LF® as an intervention in the world language classroom achieved higher academic outcomes as measured by cumulative GPA and ACT scores in math, science, reading, and English in comparison to students who were not exposed to LF® (Clarke, 2013).

These studies have shown that the major components of setting goals, documenting progress, and self-assessment of learning are critical in developing learner autonomy and self-regulation in language learners that contribute to increased motivation, higher language achievement, and academic success.

NCSSFL-ACTFL CAN-DO STATEMENTS

PROFICIENCY BENCHMARKS

NOVICE
PROFICIENCY BENCHMARK

INTERMEDIATE
PROFICIENCY BENCHMARK

ADVANCED
PROFICIENCY BENCHMARK

INTERCULTURAL COMMUNICATION

INVESTIGATION	I can identify products and practices that help me understand perspectives from a variety of cultures and communities, including my own.	I can compare products and practices to understand perspectives from a variety of cultures and communities, including my own.	I can explain how products and practices reflect perspectives from a variety of cultures and communities, including my own.
INTERACTION	I can interact at a limited level in some familiar everyday contexts.	I can interact at a functional level in some familiar contexts.	I can interact competently in familiar and some unfamiliar contexts.

COMMUNICATION

INTERPRETIVE	I can identify the general topic and some basic information in both very familiar and everyday contexts from words, phrases, and simple sentences in texts that are spoken, written, or signed.	I can understand the main idea and some related pieces of information on familiar topics from sentences and series of connected sentences in texts that are spoken, written, or signed.	I can understand the main message, the author's purpose, and supporting details on a wide variety of familiar and general interest topics in longer texts that are spoken, written, or signed.
INTERPERSONAL	I can participate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using words, phrases, simple sentences, and questions.	I can interact in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.	I can maintain spontaneous spoken, written, or signed conversations and discussions across various time frames on familiar and concrete unfamiliar topics using series of connected sentences and probing questions.
PRESENTATIONAL	I can share information on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.	I can provide information and express my thoughts about familiar topics, creating sentences and series of connected sentences through spoken, written, or signed language.	I can organize, express, and present information to an audience in a detailed way on concrete unfamiliar topics, using paragraphs across various time frames through spoken, written, or signed language.



NCSSFL-ACTFL CAN-DO STATEMENTS

PROFICIENCY BENCHMARKS

SUPERIOR
PROFICIENCY BENCHMARK

DISTINGUISHED
PROFICIENCY BENCHMARK

INTERCULTURAL COMMUNICATION

<p>I can analyze products, practices, and perspectives from a variety of cultures and communities, including my own.</p>	<p>I can objectively evaluate products, practices, and perspectives from a variety of cultures and communities, including my own.</p>	 <p>INVESTIGATION</p>
<p>I can interact in complex situations to ensure a shared understanding of cultures.</p>	<p>I can mediate and bridge cultural and pluricultural perspectives with ease.</p>	 <p>INTERACTION</p>

COMMUNICATION

<p>I can interpret and infer meaning on a range of unfamiliar, abstract, and specialized issues or themes in academic, technical, and professional texts that are spoken, written, or signed.</p>	<p>I can interpret and infer meaning on a wide range of global issues or themes and highly abstract concepts, with deeply embedded cultural references, colloquialisms, and language varieties from dense, structurally sophisticated texts that are spoken, written, or signed.</p>	 <p>INTERPRETIVE</p>
<p>I can engage in extended spoken, written, or signed discussions and debates on concrete and abstract issues and ideas and some areas of specialized expertise, using complex discourse with supporting arguments and exploring hypotheses.</p>	<p>I can engage in conceptually and linguistically complex spoken, written, or signed discussions and debates on a wide range of global issues and abstract concepts, using complex discourse and adapting to the cultural context of the conversation.</p>	 <p>INTERPERSONAL</p>
<p>I can present to a wide variety of audiences on hypothetical or abstract issues and ideas ranging from broad general interests to my areas of specialized expertise, producing extended discourse with precision of expression, using spoken, written, or signed language.</p>	<p>I can present on a wide range of global issues and highly abstract concepts, producing conceptually and linguistically complex discourse and adapting to the cultural context of the audience using spoken, written, or signed language.</p>	 <p>PRESENTATIONAL</p>

INTERCULTURAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

	NOVICE	INTERMEDIATE	ADVANCED
	PROFICIENCY BENCHMARK	PROFICIENCY BENCHMARK	PROFICIENCY BENCHMARK
INVESTIGATION	I can identify products and practices that help me understand perspectives from a variety of cultures and communities, including my own.	I can compare products and practices to understand perspectives from a variety of cultures and communities, including my own.	I can explain how products and practices reflect perspectives from a variety of cultures and communities, including my own.

How does my investigation of **products and practices** help me understand perspectives?

	PERFORMANCE INDICATORS	PERFORMANCE INDICATORS	PERFORMANCE INDICATORS
PRODUCTS	I can identify some products to help me understand perspectives in familiar everyday contexts.	I can compare products to understand perspectives related to familiar contexts and personal interests.	I can explain how a variety of products are related to perspectives in familiar and some unfamiliar contexts.
PRACTICES	I can identify some practices to help me understand perspectives in familiar everyday contexts.	I can compare practices to understand perspectives related to familiar contexts and personal interests.	I can explain how a variety of practices are related to perspectives in familiar and some unfamiliar contexts.

	PROFICIENCY BENCHMARK	PROFICIENCY BENCHMARK	PROFICIENCY BENCHMARK
INTERACTION	I can interact at a limited level in some familiar everyday contexts.	I can interact at a functional level in some familiar contexts.	I can interact competently in familiar and some unfamiliar contexts.

How can I use my **language and behavior** to interact across cultures and communities?

	PERFORMANCE INDICATORS	PERFORMANCE INDICATORS	PERFORMANCE INDICATORS
LANGUAGE	I can communicate with others from a variety of cultures and communities, including my own, in familiar everyday situations using memorized language and basic cultural awareness.	I can interact with others from a variety of cultures and communities, including my own, in familiar situations and demonstrate some understanding of cultural similarities and differences.	I can interact with others from a variety of cultures and communities, including my own, in familiar and some unfamiliar situations and apply my understanding of cultural similarities and differences.
BEHAVIOR	I can use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.	I can recognize that significant differences in behaviors exist among cultures and use some culturally appropriate behaviors in familiar situations.	I can demonstrate awareness of subtle differences among cultural behaviors and integrate culturally appropriate behaviors in familiar and some unfamiliar situations.

INTERCULTURAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

SUPERIOR

DISTINGUISHED



PROFICIENCY BENCHMARK	PROFICIENCY BENCHMARK	
I can analyze products, practices, and perspectives from a variety of cultures and communities, including my own.	I can objectively evaluate products, practices, and perspectives from a variety of cultures and communities, including my own.	INVESTIGATION Investigate Products And Practices To Understand Cultural Perspectives

How does my investigation of **products and practices** help me understand perspectives?

PERFORMANCE INDICATORS	PERFORMANCE INDICATORS	
I can analyze how a wide range of concrete and abstract products are related to perspectives in various contexts.	I can evaluate how a wide range of concrete and abstract products reflect perspectives.	PRODUCTS
I can analyze how a wide range of concrete and abstract practices are related to perspectives in various contexts.	I can evaluate how a wide range of concrete and abstract practices reflect perspectives.	PRACTICES



PROFICIENCY BENCHMARK	PROFICIENCY BENCHMARK	
I can interact in complex situations to ensure a shared understanding of cultures.	I can mediate and bridge cultural and pluricultural perspectives with ease.	INTERACTION Interact Across Cultures And Communities

How can I use my **language and behavior** to interact across cultures and communities?

PERFORMANCE INDICATORS	PERFORMANCE INDICATORS	
I can suspend judgment, adapt my language, and use a depth of cultural knowledge to interact with others from a variety of cultures and communities, including my own, in various situations.	I can engage with empathy and cultural nuance when interacting with others from a variety of cultures and communities, including my own, in almost any situation.	LANGUAGE
I can adapt to cultural norms and etiquette, read nonverbal cues, and adjust my behavior in various situations.	I can adjust my formal and informal styles of behavior, respond effectively to nonverbal cues, and mediate smoothly and respectfully in almost any situation.	BEHAVIOR



INTERCULTURAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

ADVANCED

INVESTIGATION Investigate Products And Practices To Understand Cultural Perspectives	PROFICIENCY BENCHMARK	
	<i>I can</i> explain how products and practices reflect perspectives from a variety of cultures and communities, including my own.	
	PERFORMANCE INDICATORS	
	PRODUCTS	<i>I can</i> explain how a variety of products are related to perspectives in familiar and some unfamiliar contexts.
PRACTICES	<i>I can</i> explain how a variety of practices are related to perspectives in familiar and some unfamiliar contexts.	
INTERACTION Interact Across Cultures and Communities	PROFICIENCY BENCHMARK	
	<i>I can</i> interact competently in familiar and some unfamiliar contexts.	
	PERFORMANCE INDICATORS	
	LANGUAGE	<i>I can</i> interact with others from a variety of cultures and communities, including my own, in familiar and some unfamiliar situations and apply my understanding of cultural similarities and differences.
BEHAVIOR	<i>I can</i> demonstrate awareness of subtle differences among cultural behaviors and integrate culturally appropriate behaviors in familiar and some unfamiliar situations.	

EXAMPLES: Linking Investigation and Interaction

Across cultures and communities including my own, I can... (customize with specific content).

INVESTIGATION	<i>I can</i> describe the cultural influences on the design of houses, buildings and towns.
INTERACTION	<i>I can</i> adjust my personal space and body language accordingly when interacting with others in a business, school or work environment.
INVESTIGATION	<i>I can</i> describe and explain how landmarks and monuments contribute to national identity.
INTERACTION	<i>I can</i> manage my non-verbal reactions and personal space when in a crowded environment such as standing in line.
INVESTIGATION	<i>I can</i> explain how beliefs and values are reflected in educational testing, ceremonies and certificates.
INTERACTION	<i>I can</i> complete the requirements of an undergraduate course in another culture.
INVESTIGATION	<i>I can</i> explain how a culture's concept of time influences decisions in business, education, and social scheduling.
INTERACTION	<i>I can</i> consider how people within a culture regard time when participating in a business or social event.
INVESTIGATION	<i>I can</i> explain messages expressed in music and art.
INTERACTION	<i>I can</i> share my interpretations of a piece of art or music with someone else while respecting theirs.
INVESTIGATION	<i>I can</i> explain how people's practices or values contribute to environmental problems or solutions.
INTERACTION	<i>I can</i> write a blog entry about how to respect and conform to local environmental practices and respond to comments.
INVESTIGATION	<i>I can</i> explain the values reflected in a literary or social media text.
INTERACTION	<i>I can</i> respond to a social media post in a culturally appropriate manner.
INVESTIGATION	<i>I can</i> explain how stereotypes influence a country's products or marketing strategies.
INTERACTION	<i>I can</i> collaborate on an online project to explain misconceptions underlying stereotypes.
INVESTIGATION	<i>I can</i> explain how globalized products impact society and individual lifestyles.
INTERACTION	<i>I can</i> work with others to determine appropriate supplies to contribute to a disaster relief effort.



INTERCULTURAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

ADVANCED

INVESTIGATION Investigate Products And Practices To Understand Cultural Perspectives	PROFICIENCY BENCHMARK	
	<i>I can</i> explain how products and practices reflect perspectives from a variety of cultures and communities, including my own.	
	PERFORMANCE INDICATORS	
	PRODUCTS	<i>I can</i> explain how a variety of products are related to perspectives in familiar and some unfamiliar contexts.
	PRACTICES	<i>I can</i> explain how a variety of practices are related to perspectives in familiar and some unfamiliar contexts.
INTERACTION Interact Across Cultures and Communities	PROFICIENCY BENCHMARK	
	<i>I can</i> interact competently in familiar and some unfamiliar contexts.	
	PERFORMANCE INDICATORS	
	LANGUAGE	<i>I can</i> interact with others from a variety of cultures and communities, including my own, in familiar and some unfamiliar situations and apply my understanding of cultural similarities and differences.
	BEHAVIOR	<i>I can</i> demonstrate awareness of subtle differences among cultural behaviors and integrate culturally appropriate behaviors in familiar and some unfamiliar situations.

EXAMPLES: Linking Investigation and Interaction

Across cultures and communities including my own, I can... (customize with specific content).

INVESTIGATION	<i>I can</i> explain how the role of personal space and topics of conversation influence social interaction.
INTERACTION	<i>I can</i> greet and take leave from someone using appropriate behaviors in most situations and change an incorrect behavior.
INVESTIGATION	<i>I can</i> explain the degree to which society supports the family and family values.
INTERACTION	<i>I can</i> interact appropriately at a family event based on cultural norms and family dynamics.
INVESTIGATION	<i>I can</i> access and elicit information needed to graph the percentage of government funding for education and explain why there are differences.
INTERACTION	<i>I can</i> work with a language peer and use math skills to survey others on a topic and graph and present results.
INVESTIGATION	<i>I can</i> explain the attitudes toward meals, health and fitness.
INTERACTION	<i>I can</i> demonstrate and adjust basic table manners as a guest in a home or restaurant.
INVESTIGATION	<i>I can</i> explain how sports and leisure activities reflect personal and national identity.
INTERACTION	<i>I can</i> help coach a sport in another culture and build relationships with the players.
INVESTIGATION	<i>I can</i> explain how the expectations associated with celebrating a holiday or festival influence behaviors.
INTERACTION	<i>I can</i> offer an appropriate gift in a socially conventional manner as a guest at a birthday, dinner, or holiday celebration.
INVESTIGATION	<i>I can</i> explain how people's attitudes toward environmental factors determine how they travel.
INTERACTION	<i>I can</i> discuss why certain cultures place a priority on environmentally-friendly transportation.
INVESTIGATION	<i>I can</i> explain what cultural factors influence peoples' method of buying and selling.
INTERACTION	<i>I can</i> act appropriately when purchasing items in unfamiliar business settings.
INVESTIGATION	<i>I can</i> explain how globalized practices impact individual lifestyles.
INTERACTION	<i>I can</i> maintain the lifestyle of the family with whom I am staying.



INTERPRETIVE COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

ADVANCED

PROFICIENCY BENCHMARK

I can understand the main message, the author’s purpose, and supporting details on a wide variety of familiar and general interest topics in longer texts that are spoken, written, or signed.

*What can I understand, interpret, or analyze in authentic **informational texts and media**?*

PERFORMANCE INDICATORS

ADVANCED LOW

I can identify the underlying message and some supporting details across various time frames, from multiple paragraphs in informational texts and media involving familiar and some concrete unfamiliar topics or genres.

ADVANCED MID

I can understand the underlying message and most supporting details across time frames, from multiple paragraphs in informational texts and media involving familiar and some unfamiliar topics or genres.

ADVANCED HIGH

I can follow the flow of ideas and infer meaning from multiple paragraphs in informational texts and media involving a variety of unfamiliar, abstract topics or genres, and different viewpoints.

*What can I understand, interpret, or analyze in authentic **fictional texts and media**?*

PERFORMANCE INDICATORS

ADVANCED LOW

I can follow the main story and some supporting details across various time frames, from multiple paragraphs in fictional texts and media involving familiar and some concrete unfamiliar topics or genres.

ADVANCED MID

I can follow the main story and most supporting details across time frames, from multiple paragraphs in fictional texts and media involving familiar and some unfamiliar topics or genres.

ADVANCED HIGH

I can follow the flow of ideas and some nuance from multiple paragraphs in fictional texts and media involving a variety of unfamiliar, abstract topics or genres, and different viewpoints.

*What can I understand, interpret, or analyze in **observed conversations and discussions**?*

PERFORMANCE INDICATORS

ADVANCED LOW

I can understand the main message and some supporting details across various time frames, from multiple paragraphs in conversations and discussions involving familiar and some concrete unfamiliar topics or genres.

ADVANCED MID

I can understand the main message and most supporting details across time frames, from multiple paragraphs in conversations and discussions involving familiar and some unfamiliar topics or genres.

ADVANCED HIGH

I can follow the flow of ideas and some nuances from different viewpoints, from multiple paragraphs in conversations and discussions involving a variety of unfamiliar, abstract topics or genres, and different viewpoints.

What elements of literacy lead to higher levels of understanding in the Interpretive Mode?

Learners move along the proficiency continuum at different speeds in listening, reading or viewing. Learners bring prior skills and experience to the Interpretive mode. Factors that impact how well learners understand texts include: **a)** text complexity or length; **b)** familiarity with topic and background knowledge; and **c)** ability to use literacy strategies such as recognizing key words, detecting the main idea, identifying supporting details, noting organizational features, guessing meaning from context, identifying logical inferences, identifying the author’s perspective and cultural perspectives/norms. See the *Glossary* for additional literacy strategies.



INTERPRETIVE COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

ADVANCED

PROFICIENCY BENCHMARK

I can understand the main message, the author’s purpose, and supporting details on a wide variety of familiar and general interest topics in longer texts that are spoken, written, or signed.

*What can I understand, interpret, or analyze in authentic **informational texts and media**?*

PERFORMANCE INDICATORS

ADVANCED LOW

ADVANCED MID

ADVANCED HIGH

Function: I can identify the underlying message and some supporting details across various time frames	Function: I can understand the underlying message and most supporting details across time frames	Function: I can follow the flow of ideas and infer meaning
Context: in informational texts and media involving familiar and some concrete unfamiliar topics or genres	Context: in informational texts and media involving familiar and some unfamiliar topics or genres	Context: in informational texts and media involving a variety of unfamiliar, abstract topics or genres, and different viewpoints
Text Type: from multiple paragraphs	Text Type: from multiple paragraphs	Text Type: from multiple paragraphs

EXAMPLES: Written

ADVANCED LOW

ADVANCED MID

ADVANCED HIGH

<p>I can... (customize with specific content).</p> <p>I can understand written summaries of candidates’ platforms to make a voting decision.</p> <p>I can understand some events described in an excerpt from an historical journal.</p> <p>I can understand absentee and sick leave policies in an employee handbook.</p> <p>I can read movie reviews to choose what to watch.</p> <p>I can read a catalogue of course descriptions to choose my classes.</p>	<p>I can... (customize with specific content).</p> <p>I can follow a cover letter and résumé for a professional position.</p> <p>I can understand a detailed account about a service learning opportunity.</p> <p>I can understand the instructions for using a computer program to create a web site.</p> <p>I can understand a critical review about a musical group’s upcoming album.</p> <p>I can understand a message explaining details about the rescheduling of an event.</p>	<p>I can... (customize with specific content).</p> <p>I can follow an author’s analysis of a personal reflection on a cultural experience.</p> <p>I can understand an apartment rental contract with its rules and regulations.</p> <p>I can understand a report that describes policy changes for admission into a student exchange program.</p> <p>I can follow a political article, including some satirical references contained in it.</p> <p>I can understand proposed immigration legislation and its future impact on a country.</p>
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EXAMPLES: Spoken, Viewed, or Signed

ADVANCED LOW

ADVANCED MID

ADVANCED HIGH

<p>I can... (customize with specific content).</p> <p>I can understand short presentations about famous people in history.</p> <p>I can follow the details of televised promotions for upcoming programs.</p> <p>I can identify the events of a travel writer’s most recent trip as recounted in a podcast.</p> <p>I can understand the main points of recorded short story.</p> <p>I can understand a talk about a student’s study abroad experience.</p>	<p>I can... (customize with specific content).</p> <p>I can follow a virtual city tour.</p> <p>I can understand a running commentary of a sporting event.</p> <p>I can understand details of a speaker’s life and achievements when they are introduced.</p> <p>I can follow a TV sitcom.</p> <p>I can identify protagonists’ growing points of conflict of in a play.</p>	<p>I can... (customize with specific content).</p> <p>I can follow an interview where an author elaborates on the creation of characters in a novel I’ve read.</p> <p>I can understand a talk show host’s wry remarks.</p> <p>I can usually understand a speaker’s exaggerated satirical remarks.</p> <p>I can generally understand diverse perspectives of panelists discussing animal rights.</p> <p>I can understand most of an expose on the dangers of water contamination.</p>
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What elements of literacy lead to higher levels of understanding in the Interpretive Mode?

Learners move along the proficiency continuum at different speeds in listening, reading or viewing. Learners bring prior skills and experience to the Interpretive mode. Factors that impact how well learners understand texts include: **a)** text complexity or length; **b)** familiarity with topic and background knowledge; and **c)** ability to use literacy strategies such as recognizing key words, detecting the main idea, identifying supporting details, noting organizational features, guessing meaning from context, identifying logical inferences, identifying the author’s perspective and cultural perspectives/norms. See the *Glossary* for additional literacy strategies.



INTERPRETIVE COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

ADVANCED

PROFICIENCY BENCHMARK

I can understand the main message, the author’s purpose, and supporting details on a wide variety of familiar and general interest topics in longer texts that are spoken, written, or signed.

*What can I understand, interpret, or analyze in authentic **fictional texts and media**?*

PERFORMANCE INDICATORS

ADVANCED LOW

ADVANCED MID

ADVANCED HIGH

Function: I can follow the main story and some supporting details across various time frames	Function: I can follow the main story and most supporting details across time frames	Function: I can follow the flow of ideas and some nuance
Context: in fictional texts and media involving familiar and some concrete unfamiliar topics or genres	Context: in fictional texts and media involving familiar and some unfamiliar topics or genres	Context: in fictional texts and media involving a variety of unfamiliar, abstract topics or genres, and different viewpoints
Text Type: from multiple paragraphs	Text Type: from multiple paragraphs	Text Type: from multiple paragraphs

EXAMPLES: Written

ADVANCED LOW

ADVANCED MID

ADVANCED HIGH

<p>I can... (customize with specific content).</p> <p>I can understand the moral lesson expressed in a fable.</p> <p>I can understand the details that motivated the main character to commit a crime in a mystery.</p> <p>I can identify the historical values expressed in an epic poem.</p> <p>I can understand the main points of a science fiction short story.</p> <p>I can understand the reasons for a character’s transformation in a chapter of a graphic novel.</p>	<p>I can... (customize with specific content).</p> <p>I can follow the chronology of a novel’s plot.</p> <p>I can understand events that influenced a character’s decisions in a novel.</p> <p>I can understand anecdotes recounted in a fictional character’s memoir.</p> <p>I can follow the line of argument in a character’s monologue.</p> <p>I can identify evidence that supports the message of a poem.</p>	<p>I can... (customize with specific content).</p> <p>I can follow the development of a character.</p> <p>I can follow an argument between two characters in a play.</p> <p>I can generally understand an allusion in a poem.</p> <p>I can understand a point of humor in a graphic novel.</p> <p>I can infer the relationships among characters in a novel based on their actions.</p>
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EXAMPLES: Spoken, Viewed, or Signed

ADVANCED LOW

ADVANCED MID

ADVANCED HIGH

<p>I can... (customize with specific content).</p> <p>I can understand the moral lesson expressed in an oral fable.</p> <p>I can identify events that influenced a character’s decisions in an opera.</p> <p>I can identify the historical values expressed in an epic poem.</p> <p>I can identify the political beliefs of characters in an historical re-enactment.</p> <p>I can understand the reasons for a character’s transformation in a play.</p>	<p>I can... (customize with specific content).</p> <p>I can follow the complex chronology of a play’s plot.</p> <p>I can identify what motivated the main character to commit a crime in a detective show.</p> <p>I can understand anecdotes recounted in a fictional character’s recorded memoir.</p> <p>I can follow the line of argument in a character’s monologue.</p> <p>I can identify evidence that supports the message in a ballad.</p>	<p>I can... (customize with specific content).</p> <p>I can follow the development of a character in an audio book.</p> <p>I can follow an argument between two characters in a play.</p> <p>I can generally understand an allusion in native chants.</p> <p>I can understand a point of humor in a stand-up comedy routine.</p> <p>I can infer the relationships among characters in a drama based on their actions.</p>
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What elements of literacy lead to higher levels of understanding in the Interpretive Mode?

Learners move along the proficiency continuum at different speeds in listening, reading or viewing. Learners bring prior skills and experience to the Interpretive mode. Factors that impact how well learners understand texts include: **a)** text complexity or length; **b)** familiarity with topic and background knowledge; and **c)** ability to use literacy strategies such as recognizing key words, detecting the main idea, identifying supporting details, noting organizational features, guessing meaning from context, identifying logical inferences, identifying the author’s perspective and cultural perspectives/norms. See the *Glossary* for additional literacy strategies.



INTERPRETIVE COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

ADVANCED

PROFICIENCY BENCHMARK

I can understand the main message, the author’s purpose, and supporting details on a wide variety of familiar and general interest topics in longer texts that are spoken, written, or signed.

What can I understand, interpret, or analyze in **observed conversations and discussions**?

PERFORMANCE INDICATORS

ADVANCED LOW

ADVANCED MID

ADVANCED HIGH

Function: I can understand the main message and some supporting details across various time frames	Function: I can understand the main message and most supporting details across time frames	Function: I can follow the flow of ideas and some nuances from different viewpoints
Context: in conversations and discussions involving familiar and some concrete unfamiliar topics or genres	Context: in conversations and discussions involving familiar and some unfamiliar topics or genres	Context: in conversations and discussions involving a variety of unfamiliar, abstract topics or genres, and different viewpoints
Text Type: from multiple paragraphs	Text Type: from multiple paragraphs	Text Type: from multiple paragraphs

EXAMPLES: Written

ADVANCED LOW

ADVANCED MID

ADVANCED HIGH

<p>I can... (customize with specific content).</p> <p>I can understand a discussion about a home remodeling on a designer’s blog.</p> <p>I can understand an email thread about someone’s wedding plans.</p> <p>I can understand an online conversation where people express concerns about an upcoming election.</p> <p>I can understand an exchange of letters relating to a product malfunction.</p> <p>I can understand reactions and responses in an online discussion about a new law.</p>	<p>I can... (customize with specific content).</p> <p>I can understand a sports magazine interview with an Olympic athlete about obstacles they overcame.</p> <p>I can understand family members’ reactions to important life experiences on a photo sharing site.</p> <p>I can understand the detailed comments about someone’s posted book review.</p> <p>I can understand people’s questions and responses on a medical web site.</p> <p>I can understand people’s interactions about their vacation experiences on a travel review site.</p>	<p>I can... (customize with specific content).</p> <p>I can understand the details in a transcript of an interview between the police and a burglary victim.</p> <p>I can follow students discussing the pros and cons of various career paths in an online chat.</p> <p>I can understand a blog conversation about how to avoid the pitfalls of online dating.</p> <p>I can understand an online conversation about the logistics of renting a place through a home-sharing web site.</p> <p>I can follow a conversation on a consumer advocacy site about the latest trends in cell phones security.</p>
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EXAMPLES: Spoken, Viewed, or Signed

ADVANCED LOW

ADVANCED MID

ADVANCED HIGH

<p>I can... (customize with specific content).</p> <p>I can understand the discussion about the remodeling of a room between an interior designer and a customer.</p> <p>I can understand the feelings expressed by friends about their parents or relatives.</p> <p>I can understand a couple’s plans for their wedding and honeymoon.</p> <p>I can follow a video conferencing session where participants are talking about a planned environmental project.</p> <p>I can understand a conversation where friends express their concerns about an upcoming election.</p>	<p>I can... (customize with specific content).</p> <p>I can understand an interview with a famous person about their rise to fame.</p> <p>I can understand family members sharing life experiences.</p> <p>I can understand the detailed description of a recent trip discussed among tour participants.</p> <p>I can understand a conversation among employees going on strike.</p> <p>I can understand a conversation among children about what they would like to be and why when they grow up.</p>	<p>I can... (customize with specific content).</p> <p>I can understand details discussed in an investigation between the police and an accident victim.</p> <p>I can follow students discussing benefits of study abroad.</p> <p>I can understand a conversation among citizen activists about the pros and cons of social networking.</p> <p>I can understand a conversation about the advantages of holistic remedies for common ailments.</p> <p>I can follow a discussion about the latest trends in car designs.</p>
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INTERPERSONAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

ADVANCED

PROFICIENCY BENCHMARK

I can maintain spontaneous spoken, written, or signed conversations and discussions across various time frames on familiar and concrete unfamiliar topics using series of connected sentences and probing questions.

*How can I **exchange information and ideas** in conversations?*

PERFORMANCE INDICATORS

ADVANCED LOW

I can exchange and discuss information and ideas across various time frames on a variety of familiar and some unfamiliar topics, using series of connected sentences to ask and answer a variety of questions.

ADVANCED MID

I can maintain discussions across time frames on a wide variety of familiar and unfamiliar topics, using probing questions and detailed responses.

ADVANCED HIGH

I can discuss and debate on a variety of complex concrete topics, often addressing hypothetical or abstract issues, using probing questions and explanations.

*How can I **express, react to, and explain preferences and opinions** in conversations?*

PERFORMANCE INDICATORS

ADVANCED LOW

I can maintain conversations across various time frames by explaining and comparing preferences and opinions on a variety of familiar and some unfamiliar topics, using series of connected sentences to ask and answer a variety of questions.

ADVANCED MID

I can maintain extended conversations across time frames by supporting, reacting to, and comparing preferences and opinions, and expressing advice and emotions on a wide variety of familiar and unfamiliar topics, using probing questions and detailed responses.

ADVANCED HIGH

I can discuss, support and sometimes debate opinions and give advice on a variety of complex concrete topics, often addressing hypothetical or abstract issues, using probing questions.

*How can I **meet my needs or address situations** in conversations?*

PERFORMANCE INDICATORS

ADVANCED LOW

I can interact and negotiate across various time frames to resolve an unexpected complication in a familiar situation, using series of connected sentences to ask and answer a variety of questions.

ADVANCED MID

I can interact and negotiate across time frames offering a variety of solutions to resolve an unexpected complication in a familiar situation, using probing questions and detailed responses.

ADVANCED HIGH

I can interact and negotiate to resolve an unexpected complication in an unfamiliar situation, using probing questions and explanations.



INTERPERSONAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

ADVANCED

PROFICIENCY BENCHMARK

I can maintain spontaneous spoken, written, or signed conversations and discussions across various time frames on familiar, as well as unfamiliar, concrete topics, using series of connected sentences and probing questions.

How can I **exchange information and ideas** in conversations?

PERFORMANCE INDICATORS

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
Function: I can exchange and discuss information and ideas across various time frames	Function: I can maintain discussions across time frames	Function: I can discuss and debate
Context: on a variety of familiar and some unfamiliar topics	Context: on a wide variety of familiar and unfamiliar topics	Context: on a variety of complex concrete topics, often addressing hypothetical or abstract issues
Text Type: using series of connected sentences and a variety of questions	Text Type: using probing questions and detailed responses	Text Type: using probing questions and explanations

EXAMPLES: Speaking/Listening or Signing

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
<p>I can... (customize with specific content).</p> <p>I can exchange information about changes teenagers experience going from middle to high school.</p> <p>I can participate in a conversation to identify current and past examples of challenges immigrants faced.</p> <p>I can discuss with others the preparations that have been done and need to be done for an upcoming play or presentation.</p> <p>I can discuss with a friend on the phone a problem I am having and come up with solutions.</p> <p>I can discuss important historical events and their connection to the present.</p>	<p>I can... (customize with specific content).</p> <p>I can maintain discussion about environmental issues by providing solutions to challenges.</p> <p>I can maintain discussion about social issues by sharing concrete examples.</p> <p>I can have a conversation comparing and contrasting educational experiences with a peer in another country.</p> <p>I can discuss with peers about how one's experience abroad changed stereotypes about a culture.</p> <p>I can discuss the advisability of requiring all incoming students to be vaccinated.</p>	<p>I can... (customize with specific content).</p> <p>I can actively participate in a town-hall-style meeting.</p> <p>I can debate academic issues affecting my peers.</p> <p>I can discuss the benefits and the negative impact of technological advances.</p> <p>I can participate in a discussion about the social reform issue of elder care.</p> <p>I can discuss ideas about the influence of historical events on current political situations.</p>

EXAMPLES: Writing/Reading

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
<p>I can... (customize with specific content).</p> <p>I can discuss online how musical preferences of young people have changed from generation to generation.</p> <p>I can have a virtual written exchange with an international group, sharing information about an important current event.</p> <p>I can provide feedback through online collaborative peer editing on a classmate's research paper.</p> <p>I can contribute to an online discussion about a current social issue.</p> <p>I can create with a partner via an online webspace the summary of an article or story that we read and our reflection.</p>	<p>I can... (customize with specific content).</p> <p>I can participate in a discussion about a proposed change in legislation via an online forum.</p> <p>I can engage in an online written discussion about a social issue facing my age group.</p> <p>I can carry on an email discussion of a critical review of a theatre production and refute with the reviewer's point of view.</p> <p>I can exchange messages to craft an effective presentation for a community organization.</p> <p>I can discuss interpretations of a musical work on social media.</p>	<p>I can... (customize with specific content).</p> <p>I can exchange posts to support or challenge an editorial about a politician's voting record.</p> <p>I can fully participate in the online discussions required for an undergraduate college course.</p> <p>I can work with peers on a professional article using a collaborative editing site.</p> <p>I can moderate an online discussion about what effects switching to holistic medicine would have on the medical industry.</p> <p>I can guide an online debate about the impact of new immigration laws.</p>



INTERPERSONAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

ADVANCED

PROFICIENCY BENCHMARK

I can maintain spontaneous spoken, written, or signed conversations and discussions across various time frames on familiar, as well as unfamiliar, concrete topics, using series of connected sentences and probing questions.

How can I **express, react to, and explain preferences and opinions** in conversations?

PERFORMANCE INDICATORS

ADVANCED LOW

ADVANCED MID

ADVANCED HIGH

<p>Function: I can maintain conversations across various time frames by explaining and comparing preferences and opinions</p>	<p>Function: I can maintain extended conversations across time frames by supporting, reacting to, and comparing preferences and opinions, and expressing advice and emotions</p>	<p>Function: I can discuss, support, and sometimes debate opinions and give advice</p>
<p>Context: on a variety of familiar and some unfamiliar topics</p>	<p>Context: on a wide variety of familiar and unfamiliar topics</p>	<p>Context: on a variety of complex concrete topics, often addressing hypothetical or abstract issues</p>
<p>Text Type: using series of connected sentences and a variety of questions</p>	<p>Text Type: using probing questions and detailed responses</p>	<p>Text Type: using probing questions and explanations</p>

EXAMPLES: Speaking/Listening or Signing

ADVANCED LOW

ADVANCED MID

ADVANCED HIGH

<p>I can... (customize with specific content).</p> <p>I can discuss preferences for candidates in a local election based on their positions on various community issues.</p> <p>I can exchange opinions on the pros and cons of different study abroad programs to enhance a future career.</p> <p>I can discuss the effects of lowering the drinking age on binge drinking.</p> <p>I can have a conversation with my peers about performance-based grading vs. seat time.</p> <p>I can discuss laws related to texting while driving.</p>	<p>I can... (customize with specific content).</p> <p>I can come to consensus with my debate team on the best ways to argue our position on a social issue.</p> <p>I can discuss the basic facts related to state-funded charter schools.</p> <p>I can interact in a video chat with global peers to compare how our communities are feeling the effects of climate change.</p> <p>I can discuss current issues related to immigration policy and outline the current rules for getting citizenship.</p> <p>I can discuss with global visitors state-funded benefits for education such as meals and after-school programs.</p>	<p>I can... (customize with specific content).</p> <p>I can discuss my opinion supported by research about how technology has positively changed communication.</p> <p>I can interact to suggest how to get legal advice to handle a complicated situation.</p> <p>I can discuss the fiscal impact of a tuition-free college education.</p> <p>I can exchange opinions on the pros and cons of universal healthcare.</p> <p>I can discuss the basis of our jury system and exchange opinions about it.</p>
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EXAMPLES: Writing/Reading

ADVANCED LOW

ADVANCED MID

ADVANCED HIGH

<p>I can... (customize with specific content).</p> <p>I can exchange advice online about how to behave when visiting a family for dinner in a different culture.</p> <p>I can collaborate online with fellow classmates to provide advice for next year's students on how to be successful in my language class.</p> <p>I can add my opinion about a social issue to an online blog.</p> <p>I can continue an email exchange until I have convinced a colleague to take my side in an argument.</p> <p>I can create multiple discussion posts offering my advice on how to make the most of time in another country, responding to several rounds of responses.</p>	<p>I can... (customize with specific content).</p> <p>I can participate in an online discussion on my preference for the architectural design of future museums.</p> <p>I can engage in an online scientific discussion about preferences and styles of learning.</p> <p>I can engage in an online discussion about homeopathic medicine based on past research.</p> <p>I can interact and advocate for supporting veterans by citing examples from other countries in an online forum.</p> <p>I can post additional suggestions in response to a variety of posts giving time-management strategies on a business forum.</p>	<p>I can... (customize with specific content).</p> <p>I can discuss online preferences about which candidate to hire for a job and come to consensus on how the selected candidate will benefit the company.</p> <p>I can discuss online how various candidates for president might benefit an organization based on past experience.</p> <p>I can contribute to a collaborative political position paper on a shared platform.</p> <p>I can participate in an online discussion to select the appropriate works of an artist for a themed retrospective exhibit.</p> <p>I can post my views on past performance and future projections in response to a potential employer's request and respond to the hypothetical follow-up questions.</p>
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INTERPERSONAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

ADVANCED

PROFICIENCY BENCHMARK

I can maintain spontaneous spoken, written, or signed conversations and discussions across various time frames on familiar, as well as unfamiliar, concrete topics, using series of connected sentences and probing questions.

How can I meet my needs or address situations in conversations?

PERFORMANCE INDICATORS

ADVANCED LOW

ADVANCED MID

ADVANCED HIGH

Function: I can interact and negotiate across various time frames	Function: I can interact and negotiate across time frames offering a variety of solutions	Function: I can interact and negotiate
Context: to resolve an unexpected complication in a familiar situation	Context: to resolve an unexpected complication in a familiar situation	Context: to resolve an unexpected complication in an unfamiliar situation
Text Type: using series of connected sentences and a variety of questions	Text Type: using probing questions and detailed responses	Text Type: using probing questions and explanations

EXAMPLES: Speaking/Listening or Signing

ADVANCED LOW

ADVANCED MID

ADVANCED HIGH

<p>I can... (customize with specific content).</p> <p>I can negotiate with a customer service representative the return of an item I purchased in order to receive a refund.</p> <p>I can interact with my supervisor to request time off from work and explain why I need the time.</p> <p>I can discuss with a friend how and when I am going to replace an item that I borrowed and then lost.</p> <p>I can interact with the hotel staff to request a room switch.</p> <p>I can discuss with the rental agent what happened to a rental car.</p>	<p>I can... (customize with specific content).</p> <p>I can clear up a major personal misunderstanding at work.</p> <p>I can convince my professor to raise my grade by providing a detailed explanation.</p> <p>I can provide detailed information to and negotiate with an airline employee to help with locating my lost luggage.</p> <p>I can respond to the questions of the police to provide the details of a car accident I had or witnessed.</p> <p>I can interact with the school office to replace a lost school ID.</p>	<p>I can... (customize with specific content).</p> <p>I can exchange complex professional information to complete a collaborative community project.</p> <p>I can negotiate with a police officer to avoid a speeding ticket.</p> <p>I can make a case to my employer in a discussion advocating changes to work-related policies.</p> <p>I can debate with colleagues various options to suggest for improving employee morale in a negative work environment.</p> <p>I can interact to identify with a partner the causes of the unexpected results of a science project.</p>
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EXAMPLES: Writing/Reading

ADVANCED LOW

ADVANCED MID

ADVANCED HIGH

<p>I can... (customize with specific content).</p> <p>I can exchange messages with a friend to explain why I had to cancel a planned activity.</p> <p>I can negotiate with an online agent the release of information needed for a college application.</p> <p>I can exchange messages with a colleague or friend to discuss a difficult situation of a mutual friend.</p> <p>I can exchange posts in response to an article about a political issue.</p> <p>I can exchange online messages to correct a mistake made on my job application and provide the corrected information.</p>	<p>I can... (customize with specific content).</p> <p>I can arrange with my professor via online exchanges alternative assignments due to an unexpected life event.</p> <p>I can interact with an advisor online in another culture to figure out a necessary change in schedule due to unforeseen circumstances.</p> <p>I can exchange messages with my doctor to describe an injury or illness and clarify the advice they gave.</p> <p>I can negotiate online with a customer service representative to explain my dissatisfaction for a service provided and receive some form of compensation.</p> <p>I can exchange online messages with my instructor to provide information needed to argue for a better grade on an assignment.</p>	<p>I can... (customize with specific content).</p> <p>I can negotiate via online exchanges with a college registrar to receive credit for the alternative methods I used to complete some course requirements.</p> <p>I can intervene in an online discussion thread to redirect an argument.</p> <p>I can explain a complex situation and moderate the online discussion of how to resolve it.</p> <p>I can interact with my colleagues in a different country to craft arguments to prepare for a debate.</p> <p>I can discuss online with my doctor the advantages and disadvantages of different approaches to a medical issue.</p>
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PRESENTATIONAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

ADVANCED

PROFICIENCY BENCHMARK

I can organize, express, and present information to an audience in a detailed way on concrete unfamiliar topics, using paragraphs across various time frames through spoken, written, or signed language.

*How can I present information to **inform and explain?***

PERFORMANCE INDICATORS

ADVANCED LOW

I can give detailed explanations across various time frames on a variety of familiar and some unfamiliar topics, using paragraphs.

ADVANCED MID

I can give detailed explanations across time frames on a wide variety of familiar and unfamiliar topics, using organized paragraphs.

ADVANCED HIGH

I can give detailed explanations on a variety of complex, concrete topics and some hypothetical or abstract issues, using organized paragraphs.

*How can I present information to **give a preference, opinion, or persuasive argument?***

PERFORMANCE INDICATORS

ADVANCED LOW

I can state a viewpoint with supporting evidence across various time frames on a variety of familiar and some unfamiliar topics, using paragraphs.

ADVANCED MID

I can present an argument with supporting evidence across time frames, on a wide variety of familiar and unfamiliar topics, using organized paragraphs.

ADVANCED HIGH

I can clearly and accurately present an argument with supporting evidence on a variety of complex concrete topics, and some hypothetical or abstract issues, using organized paragraphs.

*How can I present information to **narrate about my life, experiences, and events?***

PERFORMANCE INDICATORS

ADVANCED LOW

I can tell stories across various time frames about school and community events and personal experiences, using paragraphs.

ADVANCED MID

I can tell detailed stories across time frames, based on concrete experiences in academic, social, and professional topics of interest, using organized paragraphs.

ADVANCED HIGH

I can give detailed narrations on a variety of topics related to local and global issues and experiences, often at an abstract or hypothetical level, using organized paragraphs.



PRESENTATIONAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

ADVANCED

PROFICIENCY BENCHMARK

I can organize, express, and present information to an audience in a detailed way on concrete unfamiliar topics, using paragraphs across various time frames through spoken, written, or signed language.

How can I present information to inform and explain?

PERFORMANCE INDICATORS

ADVANCED LOW

ADVANCED MID

ADVANCED HIGH

Function: I can give detailed explanations across various time frames	Function: I can give detailed explanations across time frames	Function: I can give detailed explanations
Context: on a variety of familiar and some unfamiliar topics	Context: on a wide variety of familiar and unfamiliar topics	Context: on a variety of complex concrete topics and some hypothetical or abstract issues
Text Type: using paragraphs	Text Type: using organized paragraphs	Text Type: using organized paragraphs

EXAMPLES: Speaking or Signing

ADVANCED LOW

ADVANCED MID

ADVANCED HIGH

<p>I can... (customize with specific content).</p> <p>I can explain the reasoning behind a school, work or community project or policy.</p> <p>I can present a summary of the results of an action plan for a club or work group and the future steps to be implemented.</p> <p>I can present a comparison of current and past traditions related to social events such as homecoming, graduation, marriages, or funerals.</p> <p>I can make presentations about special opportunities such as internships, study abroad, or job openings.</p> <p>I can explain the process for creating or updating a website or blog.</p>	<p>I can... (customize with specific content).</p> <p>I can give a presentation to an outside audience about a project I have completed for my school, work or organization.</p> <p>I can present detailed information about a product or service to clients, customers or others.</p> <p>I can present in detail on a topic that I have read or heard in the news.</p> <p>I can give a presentation on a summative project such as a capstone, thesis or seminar.</p> <p>I can present an explanation of a process such as obtaining a driver's license, submitting a college application, or applying for financial aid.</p>	<p>I can... (customize with specific content).</p> <p>I can present an explanation of how beliefs and values are reflected in educational testing across cultures and communities.</p> <p>I can deliver a presentation incorporating data from statistics, analyses, trends and polls.</p> <p>I can give an informational session comparing important cultural differences between or among various societies.</p> <p>I can deliver detailed presentations about topics that I have studied, such as modern art or internet journalism.</p> <p>I can deliver a presentation on the hypothetical impact of an environmental practice on future generations</p>
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EXAMPLES: Writing

ADVANCED LOW

ADVANCED MID

ADVANCED HIGH

<p>I can... (customize with specific content).</p> <p>I can revise class or meeting notes that I have taken for distribution.</p> <p>I can draft and revise a synopsis or abstract for a science fair project, research study, or conference.</p> <p>I can write job descriptions or performance reports.</p> <p>I can draft and revise a resume or cover letter.</p> <p>I can prepare reports and online communications for a social club, community or political group.</p>	<p>I can... (customize with specific content).</p> <p>I can write content for instructional resources.</p> <p>I can write a research paper on a topic related to my studies or area of specialization.</p> <p>I can write a detailed proposal for a project or a research study.</p> <p>I can write a newspaper article or blog post about an event, project, or research initiative.</p> <p>I can create brochures or other written resources for clients or customers.</p>	<p>I can... (customize with specific content).</p> <p>I can write an in-depth research report about educational issues across cultures and communities.</p> <p>I can create a professional portfolio including detailed written information for each section of the portfolio.</p> <p>I can write an in-depth research report about challenges facing families and communities.</p> <p>I can write a policy statement explaining my organization's position on an issue.</p> <p>I can write an article about the potential future impact of a current practice.</p>
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PRESENTATIONAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

ADVANCED

PROFICIENCY BENCHMARK

I can organize, express, and present information to an audience in a detailed way on concrete unfamiliar topics, using paragraphs across various time frames through spoken, written, or signed language.

How can I present information to give a preference, opinion, or persuasive argument?

PERFORMANCE INDICATORS

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
Function: I can state a viewpoint with supporting evidence across various time frames	Function: I can present an argument with supporting evidence across time frames	Function: I can clearly and accurately present an argument with supporting evidence
Context: on a variety of familiar and some unfamiliar topics	Context: on a wide variety of familiar and unfamiliar topics	Context: on a variety of complex concrete topics and some hypothetical or abstract issues
Text Type: using paragraphs	Text Type: using organized paragraphs	Text Type: using organized paragraphs

EXAMPLES: Speaking or Signing

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
<p>I can... (customize with specific content).</p> <p>I can promote an art or music event by presenting and elaborating on its social or artistic value.</p> <p>I can present the main issues related to topics of public health or safety and support my viewpoint on this issue with related evidence.</p> <p>I can present and provide a rationale for the importance of certain classes, college majors, or training programs, citing trends over time.</p> <p>I can present an outline of the arguments for or against a position on a social issue, including its historical background.</p> <p>I can create and present an infomercial promoting an event, a service, or a product.</p>	<p>I can... (customize with specific content).</p> <p>I can make a presentation persuading others of the influence of an art or music genre over time.</p> <p>I can give a presentation to advocate participation in educational opportunities such as membership in an organization, honor society, study abroad, or a particular educational program.</p> <p>I can give a presentation to advocate for new ideas or innovative approaches related to school, work, or training.</p> <p>I can present an argument for or against a position on a political issue, with supporting evidence.</p> <p>I can give a speech presenting the rationale for a course of action by a local community or neighborhood group.</p>	<p>I can... (customize with specific content).</p> <p>I can present my interpretations of a piece of art or music to someone else while respecting their interpretation.</p> <p>I can present the details of an experiment I have performed and justify the potential value of the research and results.</p> <p>I can present a detailed, supported argument about complex environmental, economic or political issues.</p> <p>I can support an argument and counterargument by incorporating a variety of evidence such as statistics, analyses, trends and polls in my presentation.</p> <p>I can give a speech for community fundraising purposes and justify the potential benefits of the cause.</p>

EXAMPLES: Writing

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
<p>I can... (customize with specific content).</p> <p>I can write an essay to convince others of the value of experiencing art and music from cultures other than my own.</p> <p>I can write an essay for or against a position on a social issue.</p> <p>I can create and edit an online journal, blog or discussion forum promoting community events, services, or products.</p> <p>I can write a brief report to support a course of action on a work-related issue, citing past experience and future predictions.</p> <p>I can write a brief article giving a rationale for dietary and exercise practices to promote healthy living.</p>	<p>I can... (customize with specific content).</p> <p>I can write an article or blog convincing others of the influence of an art or music genre over time.</p> <p>I can write letters of recommendation.</p> <p>I can give a written critique of a project proposal that uses historical data to support my argument.</p> <p>I can write and propose a specific course of action based on the results of a survey.</p> <p>I can write a cover letter for a job application.</p>	<p>I can... (customize with specific content).</p> <p>I can write my interpretations of a piece of art of music with someone else while respecting theirs.</p> <p>I can write a position paper on an issue I have researched or related to my field of expertise.</p> <p>I can express a detailed point of view in a blog or other public forum.</p> <p>I can write an editorial piece to speculate on outcomes or implications of an issue.</p> <p>I can write a statement to support a candidate in a local election.</p>



PRESENTATIONAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

ADVANCED

PROFICIENCY BENCHMARK

I can organize, express, and present information to an audience in a detailed way on concrete unfamiliar topics, using paragraphs across various time frames through spoken, written, or signed language.

How can I present information to narrate about my life, experiences, and events?

PERFORMANCE INDICATORS

ADVANCED LOW

ADVANCED MID

ADVANCED HIGH

Function: I can tell stories across various time frames	Function: I can tell detailed stories across time frames	Function: I can give detailed narrations
Context: about school and community events and personal experiences	Context: based on concrete experiences in academic, social, and professional topics of interest	Context: on a variety of topics related to local and global issues and experiences, often at an abstract or hypothetical level
Text Type: using paragraphs	Text Type: using organized paragraphs	Text Type: using organized paragraphs

EXAMPLES: Speaking or Signing

ADVANCED LOW

ADVANCED MID

ADVANCED HIGH

<p>I can... (customize with specific content).</p> <p>I can make a presentation describing the highlights of a recent or upcoming family event.</p> <p>I can describe a social, cultural or political event that occurred or will occur in my community.</p> <p>I can talk about an unexpected complication during a recent trip or excursion and present advice on how to resolve such a situation.</p> <p>I can make a presentation describing certain health and fitness trends and the results of those trends.</p> <p>I can give a short presentation describing the rise and fall of certain popular or historical trends over time.</p>	<p>I can... (customize with specific content).</p> <p>I can chronicle a series of related events in the history of my family.</p> <p>I can recount in detail a social event or local celebration that I attended and my reactions to it.</p> <p>I can present a detailed itinerary of the social and cultural activities I have planned for a future trip or excursion.</p> <p>I can narrate a story to an audience for dramatic effect.</p> <p>I can give an accurate, detailed presentation of something I participated in or witnessed.</p>	<p>I can... (customize with specific content).</p> <p>I can present an explanation as to the degree to which society supports the family and family values across cultures and communities.</p> <p>I can present a reflection on how a novel influenced my life.</p> <p>I can articulate and present a personal vision or mission statement for my life's work.</p> <p>I can present and hypothesize about the impact of following a course of action.</p> <p>I can present an analysis on the changing perception of stereotypes in society and the potential influence on a country's products or marketing strategies.</p>
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EXAMPLES: Writing

ADVANCED LOW

ADVANCED MID

ADVANCED HIGH

<p>I can... (customize with specific content).</p> <p>I can write about a family reunion for my relatives in another country.</p> <p>I can write a blog post describing the highlights of a recent trip or excursion.</p> <p>I can write about a social, cultural or political event that occurred or will occur in my community.</p> <p>I can describe certain trends in leisure time or use of social media and the results of those trends.</p> <p>I can describe the rise and fall of certain popular, historical, or environmental trends over time.</p>	<p>I can... (customize with specific content).</p> <p>I can write a detailed and accurate family or community history.</p> <p>I can write in detail about a social event or local celebration that I attended and my reactions to it.</p> <p>I can write a detailed itinerary of the social and cultural activities I have planned for a future trip or excursion.</p> <p>I can write in detail about a study abroad program I participated in and reflect on how the experience impacted my life and may influence my life in the future</p> <p>I can write a detailed and accurate description of something I participated in or witnessed.</p>	<p>I can... (customize with specific content).</p> <p>I can chronicle certain historical events to explain the degree to which society supports the family and family values, across cultures and communities.</p> <p>I can write a mission or vision statement related to my personal or professional goals.</p> <p>I can write a reflective journal entry on how a novel, poem or song has influenced my life.</p> <p>I can hypothesize in writing about the impact of following a course of action for myself or for an organization in which I am involved.</p> <p>I can write a business plan to market a product globally, based on data about cultural lifestyles and current societal trends.</p>
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THE INTERCULTURAL REFLECTION TOOL

The Intercultural Reflection Tool is used in conjunction with the Communication and Intercultural Can-Do Statements and provides a set of examples and scenarios that shows how learners use both their language and knowledge of culture to demonstrate their Intercultural Communicative Competence (ICC) through self-reflection.

The Intercultural Reflection Tool is found at:

<https://www.actfl.org/educator-resources/ncssfl-actfl-can-do-statements>






NCSSFL-ACTFL CAN-DO STATEMENTS

Intercultural Communication and the Intercultural Reflection Tool

Cultures Goal: Interact with Cultural Competence and Understanding

STANDARD: Learners use the language to investigate, explain, and reflect on the relationship between **Practices and Perspectives** of the cultures studied.

STANDARD: Learners use the language to investigate, explain, and reflect on the relationship between **Products and Perspectives** of the cultures studied.

—WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

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NCSSFL-ACTFL CAN-DO STATEMENTS GLOSSARY OF KEY TERMS

TERM	EXPLANATION	EXAMPLES
Authentic Texts and Media	<p>The Interpretive Can-Do Statements describe learner performance when accessing a variety of authentic texts and media across cultures for reading, viewing, and listening, beginning at Novice Low. Early exposure to cultural materials is essential for developing intercultural communicative competence for all learners.</p> <p>In the context of the Interpretive Can-Do Statements, <i>authentic texts</i> indicate print, digital, or media materials created by members of a language and culture group for members of the same language and culture group, and which learners would encounter beyond the classroom or learning environment.</p> <p>Educators also incorporate a variety of high-quality materials and strategies that help learners achieve their goals for Interpretive Communication, which might include textbooks, readers, or teacher-created materials that serve as a scaffold or bridge to accessing authentic materials at every level.</p>	<p>Novice Level Resources</p> <p><i>Titles (job, film, book, song)</i></p> <p><i>Headlines or lists</i></p> <p><i>Signage, posters, flyers</i></p> <p><i>Stories or poetry excerpts</i></p> <p><i>Simple lyrics</i></p> <p><i>Social media posts</i></p> <p><i>Commercials or ads</i></p> <p><i>Commerce websites</i></p> <p><i>Organization websites</i></p> <p><i>Education websites</i></p> <p><i>Tourism websites</i></p> <p><i>Simple infographics</i></p> <p><i>Maps (heat, geography)</i></p> <p><i>Reports (weather, census)</i></p> <p><i>Step-by-step instructions</i></p> <p><i>Museum online exhibits</i></p> <p><i>Receipts or bills</i></p> <p><i>Games or gaming</i></p> <p><i>Genealogy charts</i></p>
Connected Sentences	A series of sentences that logically build on each other to share an idea. They are beyond the level of simple sentences but do not yet have the organizational structure of a full paragraph, such as an introduction and conclusion.	<p><i>I work in an office, and I help customers every day. Usually, I answer emails and phone calls. When the office is busy, I feel stressed, but I like my job.</i></p>
Everyday	Everyday contexts are those in which learners have knowledge of words, content, or contexts related to their daily life, interests, or community.	<p><i>Meals and eating habits</i></p> <p><i>Transportation options</i></p> <p><i>Housing and daily routines</i></p>
Familiar	Familiar contexts are those in which learners have been exposed to language and content related to a specific topic or focus that may be new or unfamiliar. This new knowledge can also serve as background knowledge for future learning.	<p><i>Environmental actions</i></p> <p><i>Culture-specific celebration</i></p> <p><i>Food sources or agriculture</i></p> <p><i>Arts, music, and literature</i></p> <p><i>Social norms and etiquette</i></p>
Infer Meaning	Use background knowledge, literacy skills, or literary devices to make meaning or understand content, nuance, tone, purpose, etc.	<p><i>Cognates, context clues, background knowledge, word families, alliteration, juxtaposition, symbolism</i></p>

TERM	EXPLANATION	EXAMPLES
Intercultural Communicative Competence (ICC)	ICC refers to the ability to interact effectively and appropriately with people across language and cultural backgrounds. ICC develops as the result of a process of intentional goal setting and self-reflection around language and cultures and involves attitudinal changes toward one’s own and other cultures. ICC is essential for establishing effective, positive relationships across cultures, which is essential in a global society.	<i>Observing, noticing, discovering, comparing, considering, thinking, recommending, planning, hypothesizing, feeling, creating, receiving, valuing, imagining, appreciating, preferring</i>
Intercultural Investigation: Identify Compare Explain Analyze Evaluate	Identify: to notice, recognize, name, or list products and practices to help understand perspectives. Compare: to look at products and practices side by side and describe their relationship in an organized way to help understand perspectives. Explain: to describe and elaborate on the reasons for how products and practices are related to perspectives. Analyze: to examine how products, practices, and perspectives fit together or influence each other based on patterns, structures, or causes. Evaluate: to assess the impact of the relationship between products, practices, and perspectives using criteria, viewpoints, or other evidence to support reasoning.	Landmarks/Monuments Identify: <i>List familiar landmarks and monuments and what they represent to people.</i> Compare: <i>Describe events and beliefs that drive the creation of a monument or the popularity of a landmark.</i> Explain: <i>Describe the relationship of landmarks and monuments to cultural values, attitudes, or beliefs.</i> Analyze: <i>Examine the changes in the significance of landmarks and monuments over time and the feelings or emotions evoked by those who live in the culture.</i> Evaluate: <i>Assess the cultural capital of landmarks and monuments from different viewpoints.</i>
Literacy Skills	Learners bring prior skills and experiences to making and sharing meaning when acquiring a new language. These include reading, writing, speaking, listening, viewing, and signing skills across all three modes of intercultural communication. Factors that impact how well learners understand texts and produce language include: <ul style="list-style-type: none">• text complexity and length• familiarity with the topic and background knowledge• existing and developing literacy skills and strategies	<i>Recognize key words</i> <i>Detect the main idea</i> <i>Identify supporting details</i> <i>Use self-questioning to monitor understanding</i> <i>Note organizational features</i> <i>Guess meaning from context</i> <i>Make logical inferences</i> <i>Identify the author’s purpose</i> <i>Identify cultural perspectives and norms</i> <i>Make personal and text-to-text connections</i>
Paragraph	A group of related sentences that develop a single main idea in a clear, organized way and that goes beyond simple or connected sentences.	<i>Includes a focus topic, introduction, supporting details, conclusion, and logical connections</i>

TERM	EXPLANATION	EXAMPLES
<p>Performance vs Proficiency</p>	<p>Performance refers to what an individual can do within familiar contexts and content areas, using language functions, structures, and vocabulary that have been learned and practiced in a learning or instructional context.</p> <p>Proficiency refers to what an individual can do regardless of the setting, or where, when, and how the language was learned. Proficiency describes an individual’s ability to use the language in all types of situations about topics that may or may not be familiar and in contexts that may or may not have been encountered previously.</p>	<p>Performance: <i>A learner explains local transportation options in a francophone city using vocabulary and structures practiced during a unit on travel.</i></p> <p>Proficiency: <i>A traveler in a francophone city missed their train connection and must negotiate with the station manager for an alternative method of transportation.</i></p>
<p>Straightforward Texts or Media</p>	<p>Texts or media that have a clear structure (beginning, middle, end); logical flow with clear transitions; consistent formatting; and/or clear and concise language.</p>	<p><i>An infographic with images, bullets, and brief phrases or sentences.</i></p>

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