



NCSFL-ACTFL CAN-DO STATEMENTS

INTERMEDIATE 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

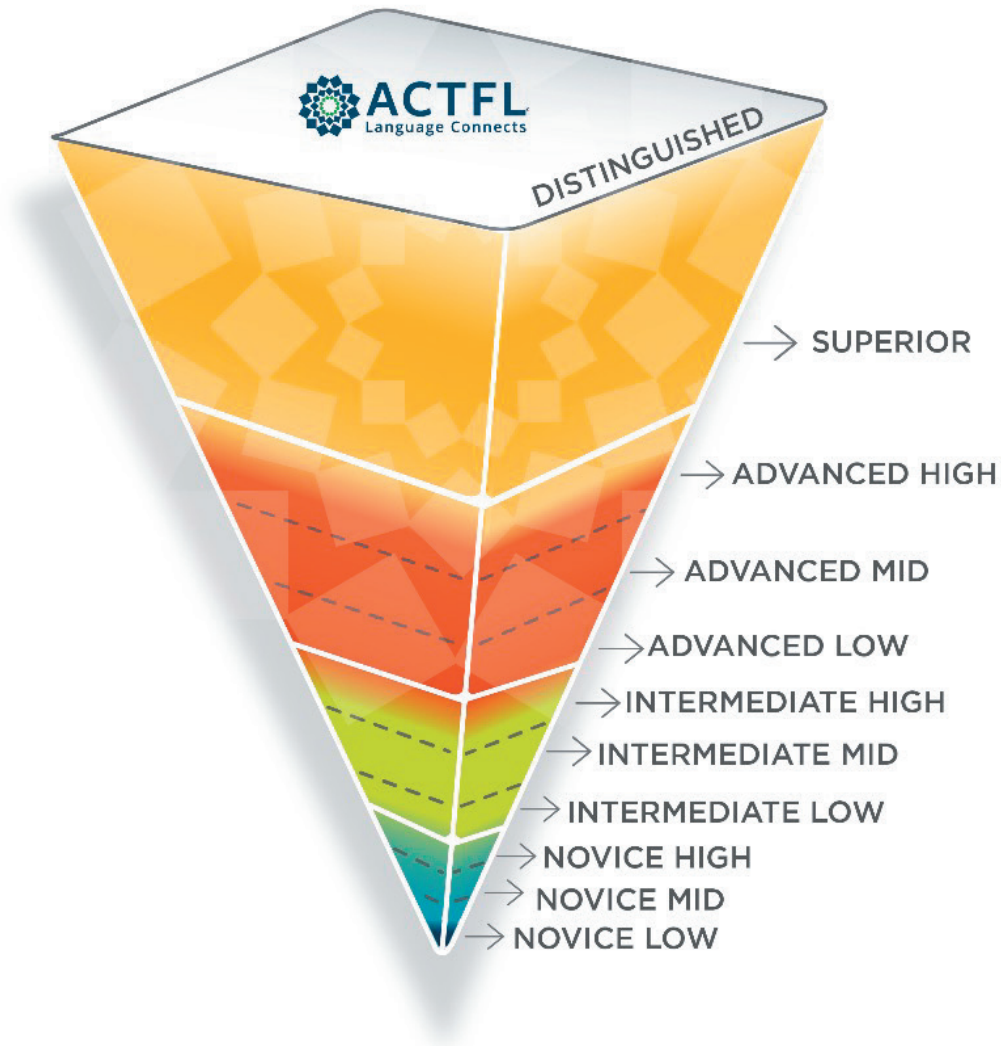
NOVICE HIGH	INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
Function: I can express my preferences	Function: I can express my preferences and opinions and tell why I feel that way	Function: I can state my viewpoint and give some reasons to support it	Function: I can state my viewpoint and give reasons 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

INTERMEDIATE

INVESTIGATION Investigate Products And Practices To Understand Cultural Perspectives	PROFICIENCY BENCHMARK <i>I can</i> compare products and practices to understand perspectives from a variety of cultures and communities, including my own.	
	PERFORMANCE INDICATORS	
	PRODUCTS	<i>I can</i> compare products to understand perspectives related to familiar contexts and personal interests.
	PRACTICES	<i>I can</i> compare practices to understand perspectives related to familiar contexts and personal interests.
INTERACTION Interact Across Cultures and Communities	PROFICIENCY BENCHMARK <i>I can</i> interact at a functional level in some familiar contexts.	
	PERFORMANCE INDICATORS	
	LANGUAGE	<i>I can</i> 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.
	BEHAVIOR	<i>I can</i> recognize that significant differences in behaviors exist among cultures and use some culturally appropriate behaviors in familiar situations.

EXAMPLES: Linking Investigation and Interaction

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

INVESTIGATION	<i>I can</i> compare how and why houses, buildings, and towns affect lifestyles.
INTERACTION	<i>I can</i> use learned behaviors when visiting someone's home or business and notice when I make a cultural mistake.
INVESTIGATION	<i>I can</i> compare events and beliefs that drive the creation of a monument or the popularity of a landmark.
INTERACTION	<i>I can</i> show respect when visiting an historical site by dressing appropriately, adjusting the volume of my voice, and acting with consideration for others.
INVESTIGATION	<i>I can</i> compare school/learning environments and curricula to determine what is valued.
INTERACTION	<i>I can</i> meet with an advisor in another culture to select courses that match my preferences and academic goals.
INVESTIGATION	<i>I can</i> compare how people express time and think about it in similar and different ways.
INTERACTION	<i>I can</i> consider socially appropriate times and punctuality when inviting someone to go out informally.
INVESTIGATION	<i>I can</i> compare how traditions and events influence music and art.
INTERACTION	<i>I can</i> talk about similarities and differences between art and music festivals with a peer from another culture.
INVESTIGATION	<i>I can</i> compare efforts people take to protect the environment.
INTERACTION	<i>I can</i> work with peers in another culture to address a local environmental issue, such as creating a recycling or composting program.
INVESTIGATION	<i>I can</i> tell why people think differently about entertainment, social media and literature.
INTERACTION	<i>I can</i> compare video game preferences with a peer in another culture.
INVESTIGATION	<i>I can</i> compare and contrast how people label nationalities and why they do so.
INTERACTION	<i>I can</i> work with a partner class in another culture to survey everyone's views toward yet another culture and identify common stereotypes.
INVESTIGATION	<i>I can</i> identify and compare the values that promote globalized products, such as efficiency and comfort.
INTERACTION	<i>I can</i> exchange information with a peer in another culture about their preferred technology for communicating.



INTERCULTURAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

INTERMEDIATE

INVESTIGATION Investigate Products And Practices To Understand Cultural Perspectives	PROFICIENCY BENCHMARK	
	<i>I can</i> compare products and practices to understand perspectives from a variety of cultures and communities, including my own.	
	PERFORMANCE INDICATORS	
	PRODUCTS	<i>I can</i> compare products to understand perspectives related to familiar contexts and personal interests.
	PRACTICES	<i>I can</i> compare practices to understand perspectives related to familiar contexts and personal interests.
INTERACTION Interact Across Cultures and Communities	PROFICIENCY BENCHMARK	
	<i>I can</i> interact at a functional level in some familiar contexts.	
	PERFORMANCE INDICATORS	
	LANGUAGE	<i>I can</i> 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.
	BEHAVIOR	<i>I can</i> recognize that significant differences in behaviors exist among cultures and use some culturally appropriate behaviors in familiar situations.

EXAMPLES: Linking Investigation and Interaction

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

INVESTIGATION	<i>I can</i> compare how attitudes toward informality and formality in relationships affect behavior and language.
INTERACTION	<i>I can</i> use appropriate greeting and leave taking gestures and behaviors in familiar informal and formal situations.
INVESTIGATION	<i>I can</i> compare the roles of family members.
INTERACTION	<i>I can</i> respond in an appropriate informal and formal manner in familiar family situations.
INVESTIGATION	<i>I can</i> identify differences in math operations and consider the possible cultural influences.
INTERACTION	<i>I can</i> work with a newcomer and compare how we perform a particular math operation.
INVESTIGATION	<i>I can</i> compare how food is organized on a nation's food plate/pyramid, based on factors such as geography, economy, or attitudes toward health.
INTERACTION	<i>I can</i> demonstrate culturally appropriate behaviors as I discuss and try unfamiliar food and drink.
INVESTIGATION	<i>I can</i> compare how and why the options for sports and leisure activities vary depending on cultural attitudes.
INTERACTION	<i>I can</i> follow the rules and etiquette when playing a sport with peers from another culture.
INVESTIGATION	<i>I can</i> identify and compare the values expressed by the ways people celebrate holidays or festivals.
INTERACTION	<i>I can</i> adjust the way I dress to make it appropriate for a celebration or event.
INVESTIGATION	<i>I can</i> compare how the various options for travel are determined by geography, economics, and ecology.
INTERACTION	<i>I can</i> choose an appropriate means of transportation based on my location, needs, and local options.
INVESTIGATION	<i>I can</i> compare how buying and selling products and services reflects local and community customs.
INTERACTION	<i>I can</i> use the currency with a clear understanding of its conversion value.
INVESTIGATION	<i>I can</i> identify and compare the values that promote globalized practices, such as use of time and social interaction.
INTERACTION	<i>I can</i> use technology to communicate with peers in another culture.



INTERPRETIVE COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

INTERMEDIATE

PROFICIENCY BENCHMARK

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.

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

PERFORMANCE INDICATORS

INTERMEDIATE LOW

I can identify the topic and related information from simple sentences in descriptive informational texts and media.

INTERMEDIATE MID

I can understand the main idea and key information from connected sentences in descriptive informational texts and media.

INTERMEDIATE HIGH

I can follow the main message in various time frames, from series of sentences and paragraphs in informational texts and media involving familiar and some concrete unfamiliar topics or genres.

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

PERFORMANCE INDICATORS

INTERMEDIATE LOW

I can identify the topic and related information from simple sentences in short fictional texts and media.

INTERMEDIATE MID

I can understand the main story and key information from connected sentences in fictional texts and media.

INTERMEDIATE HIGH

I can follow the main story and actions in various time frames, from series of sentences and paragraphs in fictional texts and media involving familiar and some concrete unfamiliar topics or genres.

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

PERFORMANCE INDICATORS

INTERMEDIATE LOW

I can identify the main idea from simple sentences in conversations.

INTERMEDIATE MID

I can identify the main idea and key information from connected sentences in conversations.

INTERMEDIATE HIGH

I can understand the main idea and flow of events in various time frames, from series of sentences and paragraphs in conversations and discussions involving familiar and some concrete unfamiliar topics or genres.

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

INTERMEDIATE

PROFICIENCY BENCHMARK

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.

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

PERFORMANCE INDICATORS

INTERMEDIATE LOW

INTERMEDIATE MID

INTERMEDIATE HIGH

Function: I can identify the topic and related information	Function: I can understand the main idea and key information	Function: I can follow the main message in various time frames
Context: in descriptive informational texts and media	Context: in descriptive informational texts and media	Context: in informational texts and media involving familiar and some concrete unfamiliar topics or genres
Text Type: from simple sentences	Text Type: from connected sentences	Text Type: from series of sentences and paragraphs

EXAMPLES: Written

INTERMEDIATE LOW

INTERMEDIATE MID

INTERMEDIATE HIGH

<p>I can... (customize with specific content).</p> <p>I can understand some information on job postings.</p> <p>I can understand a text message from a friend about an assignment.</p> <p>I can understand recipe recommendations on a food package.</p> <p>I can understand a message on social media post.</p> <p>I can understand the scheduled events of a day at summer camp.</p>	<p>I can... (customize with specific content).</p> <p>I can understand the basic requirements for a career as described on a brochure.</p> <p>I can understand the personal messages exchanged in an online forum.</p> <p>I can understand what is asked for on a simple questionnaire in a popular magazine.</p> <p>I can understand product information in an ad.</p> <p>I can understand essential information in a feature story in a magazine.</p>	<p>I can... (customize with specific content).</p> <p>I can understand information provided in a travel guide about an historical site.</p> <p>I can understand website descriptions of a Peace Corps volunteer's daily life.</p> <p>I can follow directions to do a science experiment.</p> <p>I can understand the basic instructions for playing a video game.</p> <p>I can understand the main points of a blogger's posts and responses.</p>
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EXAMPLES: Spoken, Viewed, or Signed

INTERMEDIATE LOW

INTERMEDIATE MID

INTERMEDIATE HIGH

<p>I can... (customize with specific content).</p> <p>I can follow simple cooking directions from a video.</p> <p>I can understand a voicemail reminding me of the details of an appointment.</p> <p>I can understand an announcement about a lost child in a store.</p> <p>I can understand simple questions about a science process.</p> <p>I can understand a broadcaster's questions to participants in a political demonstration.</p>	<p>I can... (customize with specific content).</p> <p>I can understand a speaker's description of how their family celebrates a holiday.</p> <p>I can identify the order of key events from a simple story read aloud.</p> <p>I can understand a simple everyday action movie scene.</p> <p>I can understand some basic facts reported by a witness regarding an accident.</p> <p>I can understand live or recorded introductions and descriptions by students from a partner school.</p>	<p>I can... (customize with specific content).</p> <p>I can understand the recorded descriptions of avatars in a new video game.</p> <p>I can understand the directions of a GPS to a familiar location.</p> <p>I can understand the some points of a lecture on a common environmental issue.</p> <p>I can follow the major events of a traveler's experience narrated in a podcast.</p> <p>I can follow the master of ceremonies' congratulations and simple general comments at a special event.</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

INTERMEDIATE

PROFICIENCY BENCHMARK

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.

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

PERFORMANCE INDICATORS

INTERMEDIATE LOW

INTERMEDIATE MID

INTERMEDIATE HIGH

Function: I can identify the topic and related information	Function: I can understand the main story and key information	Function: I can follow the main story and actions in various time frames
Context: in short fictional texts and media	Context: in fictional texts and media	Context: in fictional texts and media involving familiar and some concrete unfamiliar topics or genres
Text Type: from simple sentences	Text Type: from connected sentences	Text Type: from series of sentences and paragraphs

EXAMPLES: Written

INTERMEDIATE LOW

INTERMEDIATE MID

INTERMEDIATE HIGH

<p>I can... (customize with specific content).</p> <p>I can identify some specific, predictable actions in an excerpt from a graphic novel.</p> <p>I can identify some major events in a children's storybook.</p> <p>I can understand a few lines in a song.</p> <p>I can select a book that matches my interests from an online description.</p> <p>I can identify the pattern of rhymes in a nursery rhyme.</p>	<p>I can... (customize with specific content).</p> <p>I can identify the beginning, middle, and end of a short story.</p> <p>I can identify the main conflict in a play.</p> <p>I can understand where a scene takes place based on its description.</p> <p>I can identify the main idea of a simple poem.</p> <p>I can understand the refrain of a simple song.</p>	<p>I can... (customize with specific content).</p> <p>I can identify the sequence of events in a story.</p> <p>I can identify the main emotion described in the lyrics of a song.</p> <p>I can follow the main plot of a detective story.</p> <p>I can understand the characteristics of heroes in a folk legend.</p> <p>I can understand most of what is said in a conversation among characters in a familiar play.</p>
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EXAMPLES: Spoken, Viewed, or Signed

INTERMEDIATE LOW

INTERMEDIATE MID

INTERMEDIATE HIGH

<p>I can... (customize with specific content).</p> <p>I can identify some specific, predictable actions from a segment of an audio book.</p> <p>I can identify some major events in a recorded children's story.</p> <p>I can understand a few lines in a song.</p> <p>I can select a book that matches my interests based on a streamed book review.</p> <p>I can identify the pattern of rhymes in a nursery rhyme.</p>	<p>I can... (customize with specific content).</p> <p>I can identify the beginning, middle, and end of an audio short story.</p> <p>I can identify the main conflict in a live performance of a play.</p> <p>I can understand the motives of the antagonist in a thriller.</p> <p>I can identify the main idea of a simple poem at a poetry slam.</p> <p>I can understand the meaning of the refrain of a simple song.</p>	<p>I can... (customize with specific content).</p> <p>I can identify the sequence of events in a story.</p> <p>I can identify the main emotion described in the lyrics of a song.</p> <p>I can follow the main plot of a musical production.</p> <p>I can understand the characteristics of heroes described in an oral urban legend.</p> <p>I can understand most of what is said in a conversation among characters in a familiar play.</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

INTERMEDIATE

PROFICIENCY BENCHMARK

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.

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

PERFORMANCE INDICATORS

INTERMEDIATE LOW

INTERMEDIATE MID

INTERMEDIATE HIGH

Function: I can identify the main idea	Function: I can identify the main idea and key information	Function: I can understand the main idea and flow of events in various time frames
Context: in conversations	Context: in conversations	Context: in conversations and discussions involving familiar and some concrete unfamiliar topics or genres
Text Type: from simple sentences	Text Type: from connected sentences	Text Type: from series of sentences and paragraphs

EXAMPLES: Written

INTERMEDIATE LOW

INTERMEDIATE MID

INTERMEDIATE HIGH

<p>I can... (customize with specific content).</p> <p>I can understand the place, time, and purpose of a meeting discussed in online personal messages.</p> <p>I can follow text messages among friends about what to wear for an occasion.</p> <p>I can understand blog responses to questions about recommendations for a restaurant.</p> <p>I can understand the purpose of personal messages on an e-card greeting.</p> <p>I can understand someone's online comments about a concert.</p>	<p>I can... (customize with specific content).</p> <p>I can understand basic questions or statements exchanged during a video conference.</p> <p>I can understand questions about free-time activities posted by students on a partner school's webpage.</p> <p>I can understand a virtual conversation to plan a collaborative project.</p> <p>I can understand a virtual chat between a customer service representative and a customer.</p> <p>I can understand a text conversation among teammates about a sporting event.</p>	<p>I can... (customize with specific content).</p> <p>I can understand an interview between a celebrity and a teen reporter in a publication.</p> <p>I can understand a text conversation between two friends discussing what they did last weekend.</p> <p>I can understand the main points of an argument between people in a blog posting.</p> <p>I can understand a written apology where someone explains why he couldn't attend a party.</p> <p>I can understand peer feedback on an end-of-course project.</p>
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EXAMPLES: Spoken, Viewed, or Signed

INTERMEDIATE LOW

INTERMEDIATE MID

INTERMEDIATE HIGH

<p>I can... (customize with specific content).</p> <p>I can understand the place, time, and purpose that someone mentions in an invitation.</p> <p>I can follow a conversation friends have about what they are wearing for an occasion.</p> <p>I can understand diners discussing what to order at a restaurant.</p> <p>I can understand the purpose of a message of a recorded e-card greeting.</p> <p>I can understand someone's comments about a friend's date.</p>	<p>I can... (customize with specific content).</p> <p>I can understand basic questions or statements during a video conference with peers.</p> <p>I can understand conversations by students in a partner school during a video call.</p> <p>I can understand a conversation by peers talking about a local event.</p> <p>I can understand a conversation in which speakers are making a decision for a collaborative project.</p> <p>I can understand a conversation about the cost and availability of an item between a customer and a salesperson.</p>	<p>I can... (customize with specific content).</p> <p>I can understand an interview between a student reporter and foreign visitors about activities they have done and are planning to do while in town.</p> <p>I can understand broadcasters discussing severe weather warnings.</p> <p>I can understand a conversation two friends discussing last weekend's activities.</p> <p>I can understand simple questions posed in an interview of a celebrity.</p> <p>I can understand the main points of an argument between people in a public place.</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.



INTERPERSONAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

INTERMEDIATE

PROFICIENCY BENCHMARK

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.

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

PERFORMANCE INDICATORS

INTERMEDIATE LOW

I can exchange information on familiar topics and topics of interest, creating simple sentences and appropriate follow-up questions.

INTERMEDIATE MID

I can exchange information on familiar topics and some researched topics, creating sentences and some series of sentences to ask and answer a variety of follow-up questions.

INTERMEDIATE HIGH

I can exchange information, often across various time frames, on a variety of familiar and researched topics, creating series of sentences to ask and answer a variety of questions.

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

PERFORMANCE INDICATORS

INTERMEDIATE LOW

I can express and react to preferences and opinions with some details on familiar topics and topics of interest, creating simple sentences and appropriate follow-up questions.

INTERMEDIATE MID

I can exchange preferences and opinions on familiar topics and some researched topics, creating sentences and some series of sentences to ask and answer a variety of follow-up questions.

INTERMEDIATE HIGH

I can explain preferences and opinions, often across various time frames, on a variety of familiar and researched topics, creating series of sentences to ask and answer a variety of questions.

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

PERFORMANCE INDICATORS

INTERMEDIATE LOW

I can interact with others to meet my needs in familiar situations, creating simple sentences and appropriate follow-up questions.

INTERMEDIATE MID

I can interact with others to meet my needs in a variety of familiar situations, creating sentences and some series of sentences to ask and answer a variety of follow-up questions.

INTERMEDIATE HIGH

I can interact with others, often across various time frames, to meet my needs in a variety of situations, sometimes involving a complication, creating series of sentences to ask and answer a variety of questions.



INTERPERSONAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

INTERMEDIATE

PROFICIENCY BENCHMARK

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.

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

PERFORMANCE INDICATORS

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
Function: I can exchange information	Function: I can exchange information	Function: I can exchange information, often across various time frames
Context: on familiar topics and topics of interest	Context: on familiar topics and some researched topics	Context: on a variety of familiar and researched topics
Text Type: creating simple sentences and appropriate follow-up questions	Text Type: creating sentences, some series of sentences, and a variety of follow-up questions	Text Type: creating series of sentences and a variety of questions

EXAMPLES: Speaking/Listening or Signing

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
<p>I can... (customize with specific content).</p> <p>I can exchange information to decide which type of transportation is best to use.</p> <p>I can exchange information about the types of music and movies people prefer.</p> <p>I can participate in a conversation to compare classes and sports with peers at a partner school.</p> <p>I can participate in a conversation with my partner about building a model for a project.</p> <p>I can exchange information to plan a picnic with a group of friends.</p>	<p>I can... (customize with specific content).</p> <p>I can exchange information to create a poster to promote recycling and the benefits of it.</p> <p>I can participate in a conversation with someone about ways to save energy.</p> <p>I can exchange information to perform the stages of a science experiment.</p> <p>I can participate in a conversation with a partner to identify the information we need to plan a trip.</p> <p>I can participate in a conversation to learn about a service learning project.</p>	<p>I can... (customize with specific content).</p> <p>I can participate in a conversation to support or reject a proposed school policy.</p> <p>I can exchange ideas on different options after graduation.</p> <p>I can compare reactions with a peer about a recent lecture.</p> <p>I can discuss information about career pathways.</p> <p>I can participate in conversations to compare and contrast community service or volunteer opportunities with someone from a different country or culture.</p>

EXAMPLES: Writing/Reading

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
<p>I can... (customize with specific content).</p> <p>I can exchange texts with a friend to provide directions to get to my house.</p> <p>I can exchange e-mail with a tour operator to find out more details about my visit.</p> <p>I can exchange text messages with my friend to suggest an activity for this weekend.</p> <p>I can post my reaction to my friend's post about a concert he attended.</p> <p>I can exchange texts with someone to get advice about what to buy a mutual friend for a birthday present.</p>	<p>I can... (customize with specific content).</p> <p>I can exchange information in a chat about how I celebrate my national holiday.</p> <p>I can compare and contrast different mapping apps with people online.</p> <p>I can respond to other people's posts about ways to stay healthy.</p> <p>I can exchange blog posts about raising money for a cause.</p> <p>I can collaborate online with my partner to identify ways to conserve water.</p>	<p>I can... (customize with specific content).</p> <p>I can participate in a chat to discuss the importance of learning another language.</p> <p>I can communicate online with peers in another culture to support a service learning project.</p> <p>I can exchange blog posts about environmental issues.</p> <p>I can exchange emails with a global peer to share pros and cons of each dorm building on our campus.</p> <p>I can exchange ideas for a collaborative project in an online news group.</p>



INTERPERSONAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

INTERMEDIATE

PROFICIENCY BENCHMARK

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.

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

PERFORMANCE INDICATORS

INTERMEDIATE LOW

INTERMEDIATE MID

INTERMEDIATE HIGH

Function: I can express and react to preferences and opinions with some details	Function: I can exchange preferences and opinions	Function: I can explain preferences and opinions, often across various time frames
Context: on familiar topics and topics of interest	Context: on familiar topics and some researched topics	Context: on a variety of familiar and researched topics
Text Type: creating simple sentences and appropriate follow-up questions	Text Type: creating sentences, some series of sentences, and a variety of follow-up questions	Text Type: creating series of sentences and a variety of questions

EXAMPLES: Speaking/Listening or Signing

INTERMEDIATE LOW

INTERMEDIATE MID

INTERMEDIATE HIGH

<p>I can... (customize with specific content).</p> <p>I can interact to plan a hiking trip with friends asking each one what they would like to do.</p> <p>I can have a conversation with others to determine how we should plan to spend our spring break.</p> <p>I can interact to share ideas with others about how to celebrate a friend's birthday.</p> <p>I can interact with my partner to identify points of agreement on the reasons for our science experiment results.</p> <p>I can interact to share ideas about where I would prefer to live and why.</p>	<p>I can... (customize with specific content).</p> <p>I can exchange opinions related to dating practices in other cultures and provide reasons.</p> <p>I can exchange opinions on organic vs. non-organic food.</p> <p>I can exchange opinions about movies based on books and express whether the book or the movie is better.</p> <p>I can exchange ideas about sports in schools in the US vs. other countries or cultures.</p> <p>I can exchange opinions about the length of the school day or work week.</p>	<p>I can... (customize with specific content).</p> <p>I can exchange opinions on a school policy and give reasons for why it should be changed.</p> <p>I can exchange opinions about the use of personal devices at school.</p> <p>I can outline positive and negative environmental practices in a conversation with city council representatives.</p> <p>I can exchange advice on how to be a successful learner.</p> <p>I can exchange opinions about the ways we use social media in our personal and school or work lives.</p>
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EXAMPLES: Writing/Reading

INTERMEDIATE LOW

INTERMEDIATE MID

INTERMEDIATE HIGH

<p>I can... (customize with specific content).</p> <p>I can exchange text messages sharing reactions to something happening in my community.</p> <p>I can exchange descriptions with a global peer to agree on the best places to hike in our countries.</p> <p>I can exchange online messages to trade opinions in reaction to an article about the best places to visit in my region.</p> <p>I can chat with my global peer to discuss Americans' typical vacations.</p> <p>I can exchange advice with another online player on winning moves in a video game.</p>	<p>I can... (customize with specific content).</p> <p>I can participate in an online discussion in which people react to opportunities for part-time jobs.</p> <p>I can participate in an online discussion about what kind of diet is best.</p> <p>I can exchange opinions on a discussion board about which nominee deserves an award and why.</p> <p>I can post a positive book review in response to a negative one.</p> <p>I can participate in a fitness forum about staying fit without joining a gym.</p>	<p>I can... (customize with specific content).</p> <p>I can justify opinions about current trends in music in an online conversation.</p> <p>I can participate in an online exchange to share my preferences in designer and ready-to-wear fashion in a consumer survey.</p> <p>I can exchange opinions about a product on a company's website and say why or why not to buy it.</p> <p>I can exchange posts that provide specific and detailed advice on a peer's draft for an article.</p> <p>I can add my advice about dating "do's and don'ts" onto an online blog.</p>
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INTERPERSONAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

INTERMEDIATE

PROFICIENCY BENCHMARK

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.

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

PERFORMANCE INDICATORS

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
Function: I can interact with others to meet my needs	Function: I can interact with others to meet my needs	Function: I can interact with others to meet my needs, often across various time frames
Context: in familiar situations	Context: in a variety of familiar situations	Context: in a variety of situations, sometimes involving a complication
Text Type: creating simple sentences and appropriate follow-up questions	Text Type: creating sentences, some series of sentences, and a variety of follow-up questions	Text Type: creating series of sentences and a variety of questions

EXAMPLES: Speaking/Listening or Signing

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
<p>I can... (customize with specific content).</p> <p>I can interact to arrange a meeting.</p> <p>I can make a hotel reservation by phone.</p> <p>I can interact with the waiter to order a meal at a restaurant.</p> <p>I can interact to ask for clarification by asking specific questions.</p> <p>I can interact with others to ask for restaurant recommendations.</p>	<p>I can... (customize with specific content).</p> <p>I can interact with the pharmacist to get the proper medicine.</p> <p>I can interact to request a repair service for a broken appliance.</p> <p>I can interact to schedule an appointment in a hair salon and say what I need.</p> <p>I can interact to inquire about membership to a fitness club.</p> <p>I can interact with my friends to plan an ideal date.</p>	<p>I can... (customize with specific content).</p> <p>I can talk with an airline representative to make the necessary changes to an already-ticketed flight.</p> <p>I can interact to schedule a make-up exam.</p> <p>I can negotiate the exchange of an item I have purchased in a store for another style.</p> <p>I can interact with the police officer to explain why I was speeding.</p> <p>I can interact with a global peer to come up with various options for a class outing depending on what the weather might be.</p>

EXAMPLES: Writing/Reading

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
<p>I can... (customize with specific content).</p> <p>I can interact online to get help related to an assignment.</p> <p>I can interact with a study abroad advisor online to select the type of housing that best fits my needs.</p> <p>I can exchange messages to ask for a substitution for an online food order.</p> <p>I can interact online with a hotel agent to inquire about their pet policy.</p> <p>I can interact with potential buyers to answer questions about the item I am selling online.</p>	<p>I can... (customize with specific content).</p> <p>I can interact online with peers in another culture to finalize plans for hosting them in my community.</p> <p>I can exchange comments related to my edits on a friend's draft composition.</p> <p>I can exchange messages with my host family to learn about each other's daily routines, chores and house rules.</p> <p>I can exchange messages with my teacher to request an extension due to an unforeseen personal matter.</p> <p>I can exchange messages with a travel agent to switch my flight date and destination.</p>	<p>I can... (customize with specific content).</p> <p>I can interact with an advisor in another culture online to select courses that match my academic goals.</p> <p>I can exchange details about my preferences for the ceremony and reception to my destination wedding planner.</p> <p>I can chat online with a customer service representative to resolve an incorrect bill.</p> <p>I can exchange messages with the hotel receptionist to cancel my reservation and request to forgo the cancellation fee.</p> <p>I can respond to a series of inquiries from a potential employer as part of my application for a job.</p>



PRESENTATIONAL COMMUNICATION
 PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

INTERMEDIATE

PROFICIENCY BENCHMARK

I can provide information and express my thoughts about familiar topics, creating sentences and series of connected sentences through spoken, written, or signed language.

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

PERFORMANCE INDICATORS

INTERMEDIATE LOW

I can describe aspects of familiar topics and topics of interest, creating simple sentences.

INTERMEDIATE MID

I can explain aspects of familiar topics and some researched topics, creating sentences and strings of connected sentences.

INTERMEDIATE HIGH

I can give detailed explanations, often across various time frames, on a variety of familiar and researched topics, creating short paragraphs.

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

PERFORMANCE INDICATORS

INTERMEDIATE LOW

I can express my preferences and opinions and tell why I feel that way on familiar and everyday topics of interest, creating simple sentences.

INTERMEDIATE MID

I can state my viewpoint and give some reasons to support it on familiar topics, creating sentences and strings of connected sentences.

INTERMEDIATE HIGH

I can state my viewpoint and give reasons to support it, often across various time frames, on familiar or researched topics, creating short paragraphs.

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

PERFORMANCE INDICATORS

INTERMEDIATE LOW

I can describe activities and events, creating simple sentences.

INTERMEDIATE MID

I can tell a story about activities, events, and other social experiences, creating sentences and strings of connected sentences.

INTERMEDIATE HIGH

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



PRESENTATIONAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

INTERMEDIATE

PROFICIENCY BENCHMARK

I can provide information and express my thoughts about familiar topics, creating sentences and series of connected sentences through spoken, written, or signed language.

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

PERFORMANCE INDICATORS

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
Function: I can describe	Function: I can explain	Function: I can give detailed explanations, often across various time frames
Context: aspects of familiar topics and topics of interest	Context: aspects of familiar topics and some researched topics	Context: on a variety of familiar and researched topics
Text Type: creating simple sentences	Text Type: creating sentences and strings of connected sentences	Text Type: creating short paragraphs

EXAMPLES: Speaking or Signing

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
<p>I can... (customize with specific content).</p> <p>I can describe a school or workplace.</p> <p>I can present a brief summary of something from a book I've read.</p> <p>I can state multi-step instructions for completing a process, such as preparing a recipe.</p> <p>I can briefly summarize or retell a story.</p> <p>I can give a description of a place I have visited or want to visit.</p>	<p>I can... (customize with specific content).</p> <p>I can create an online video about my school or workplace.</p> <p>I can present a brief outline of a current or past event.</p> <p>I can present about a topic from an academic subject, such as science, math, art, etc.</p> <p>I can describe how to plan and carry out an event in another culture, such as a party or celebration.</p> <p>I can give a brief history of a famous person, landmark, or cultural event.</p>	<p>I can... (customize with specific content).</p> <p>I can compare school or learning environments and curricula to determine what is valued across cultures and communities.</p> <p>I can explain the series of steps taken to complete a task or experiment and describe the results.</p> <p>I can leave a voicemail for someone who was absent explaining what took place in class or on the job.</p> <p>I can present my qualifications and goals for an academic program, training, or job.</p> <p>I can make a presentation about the history and current status of a school, organization or company.</p>

EXAMPLES: Writing

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
<p>I can... (customize with specific content).</p> <p>I can develop a simple survey for my peers, about my school or another topic.</p> <p>I can write basic instructions on how to make or do something.</p> <p>I can write questions to obtain additional information about something I read online.</p> <p>I can write an outline or draft of a presentation that I plan to present orally.</p> <p>I can write a simple profile of a famous athlete, celebrity, or historical figure.</p>	<p>I can... (customize with specific content).</p> <p>I can write an announcement for the school newspaper or a work newsletter.</p> <p>I can write a short report about a topic I have learned about or researched on the job or in school.</p> <p>I can write an email or memo to explain or clarify something that has happened or will happen.</p> <p>I can compose a simple letter, response, or article for a publication.</p> <p>I can write the minutes or a debrief of a club or other meeting.</p>	<p>I can... (customize with specific content).</p> <p>I can write a comparison of school or learning environments and curricula to determine what is valued across cultures and communities.</p> <p>I can compose communications for public distribution about the status of an ongoing event.</p> <p>I can summarize in an email what has been happening in the community for someone who is new or has been away.</p> <p>I can summarize in writing a conversation or interview that I had with someone.</p> <p>I can write a brief report about a topic I have learned or researched such as the importance of environmentally friendly practices</p>



PRESENTATIONAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

INTERMEDIATE

PROFICIENCY BENCHMARK

I can provide information and express my thoughts about familiar topics, creating sentences and series of connected sentences through spoken, written, or signed language.

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

PERFORMANCE INDICATORS

INTERMEDIATE LOW

INTERMEDIATE MID

INTERMEDIATE HIGH

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 and everyday topics of interest

Context: on familiar topics

Context: on familiar or researched topics

Text Type: creating simple sentences

Text Type: creating sentences and strings of connected sentences

Text Type: creating short paragraphs

EXAMPLES: Speaking or Signing

INTERMEDIATE LOW

INTERMEDIATE MID

INTERMEDIATE HIGH

I can... (customize with specific content).

I can give a series of reasons why an art or music style is appealing to me.

I can give a presentation recommending something I like, such as a movie, television show, famous athlete, celebrity or historical figure.

I can give a series of reasons why a book I've read was appealing to me.

I can create and present a simple advertisement for a product or service.

I can present a series of statements supporting my hypothesis about a science concept.

I can... (customize with specific content).

I can present a review of an artwork or song and give specific reasons to support my point of view.

I can give a presentation about a famous person or historical figure and give basic points about the merits of their contributions.

I can present basic points and support my position on common issues such as allowances for children, curfews for teenagers or budget-related topics.

I can present information and support my point of view on rules or policies such as phone use, dress code or requirements for driving.

I can present the basic facts related to a current event and support my opinion of the event with evidence I have researched.

I can... (customize with specific content).

I can give a presentation about similarities and differences between art and music festivals.

I can present my reactions to a current event and explain what led to the event being in the news.

I can present and justify my point of view on current event topics such as recycling, energy conservation, or extreme weather events.

I can create and present a public service announcement describing a problem and advocating for change.

I can make a persuasive presentation to explain why others should revisit a store or restaurant that is under new ownership.

EXAMPLES: Writing

INTERMEDIATE LOW

INTERMEDIATE MID

INTERMEDIATE HIGH

I can... (customize with specific content).

I can write a series of reasons why an art or music style is appealing to me.

I can write to explain why others should read a book I enjoyed, citing specific reasons.

I can write a recommendation of a website and give reasons why others might find it useful.

I can provide a simple description of a field trip or work experience in an effort to persuade others to participate in the future.

I can create a simple written or graphic advertisement to encourage someone to purchase a product or service.

I can... (customize with specific content).

I can write a simple review of an artwork or song and give specific reasons to support my point of view.

I can write a short autobiographical statement for a competitive application for a study abroad program or job.

I can write a simple review of a movie, book, play or exhibit.

I can share my point of view about a cause I'm interested in and reasons to support it on a blog or a discussion forum.

I can write a short opinion statement about a current event I have learned about or researched.

I can... (customize with specific content).

I can write about similarities and differences between art and music festivals across cultures and communities.

I can write a summary of a social media story and share my and other's opinions about it.

I can write a brief statement outlining the key points of my opinion on community topics such as water use, building a school, or the town budget.

I can create an infographic describing the benefits of joining an organization.

I can write advice to younger learners about why to learn an additional language.



PRESENTATIONAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

INTERMEDIATE

PROFICIENCY BENCHMARK

I can provide information and express my thoughts about familiar topics, creating sentences and series of connected sentences through spoken, written, or signed language.

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

PERFORMANCE INDICATORS

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
Function: I can describe	Function: I can tell a story	Function: I can tell stories, often across various time frames
Context: activities and events	Context: about activities, events, and other social experiences	Context: about school and community events and personal experiences
Text Type: creating simple sentences	Text Type: creating sentences and strings of connected sentences	Text Type: creating short paragraphs

EXAMPLES: Speaking or Signing

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
<p>I can... (customize with specific content).</p> <p>I can make simple comparisons of a variety of people, including friends and family members.</p> <p>I can describe what I want or need to do on a particular day.</p> <p>I can describe what I plan to do next in my school or work life.</p> <p>I can retell a story that I've read or heard.</p> <p>I can tell the steps of an experiment I conducted.</p>	<p>I can... (customize with specific content).</p> <p>I can describe my plans for an upcoming family or social event.</p> <p>I can talk about an experience related to my hobbies or activities.</p> <p>I can tell a simple story about a recent project I did.</p> <p>I can tell a simple story about a childhood memory or a recent family trip or event.</p> <p>I can describe plans for an upcoming work experience.</p>	<p>I can... (customize with specific content).</p> <p>I can present a comparison between the roles of family members across cultures and communities.</p> <p>I can tell what happened at a social event that I attended.</p> <p>I can give a short speech about goals for the future of my club or organization.</p> <p>I can present an outline of my predictions about consequences of an environmental practice.</p> <p>I can present my hypothesis about what will happen in a science experiment and provide supporting information.</p>

EXAMPLES: Writing

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
<p>I can... (customize with specific content).</p> <p>I can write a description of the physical appearance and personality of a friend or family member.</p> <p>I can write about my role in a simple school or work routine.</p> <p>I can write my plans for an upcoming holiday, vacation, or a typical celebration.</p> <p>I can write about events that took place at school, in a workplace, or in a place I have visited.</p> <p>I can write about a simple project I completed at school or at work.</p>	<p>I can... (customize with specific content).</p> <p>I can write my plans for an upcoming family or social event.</p> <p>I can write about common events and daily routines at school or in my place of work.</p> <p>I can write about an experience related to my lifestyle or interests for a discussion board posting.</p> <p>I can write a simple story about a recent trip, project or childhood memory.</p> <p>I can write about personal, academic, or professional goals for a college or job application.</p>	<p>I can... (customize with specific content).</p> <p>I can write a comparison of the roles of family members across cultures and communities.</p> <p>I can write a series of steps needed to complete a task, such as for an experiment, community event, or fundraiser.</p> <p>I can write a description of an event that I participated in or witnessed for a newsletter.</p> <p>I can write a series of simple predictions about consequences of a particular action or practice for a community or school blog.</p> <p>I can write a hypothesis about what will happen in a science experiment and provide supporting information.</p>

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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