



**NCSSFL-ACTFL
CAN-DO STATEMENTS**

NOVICE 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

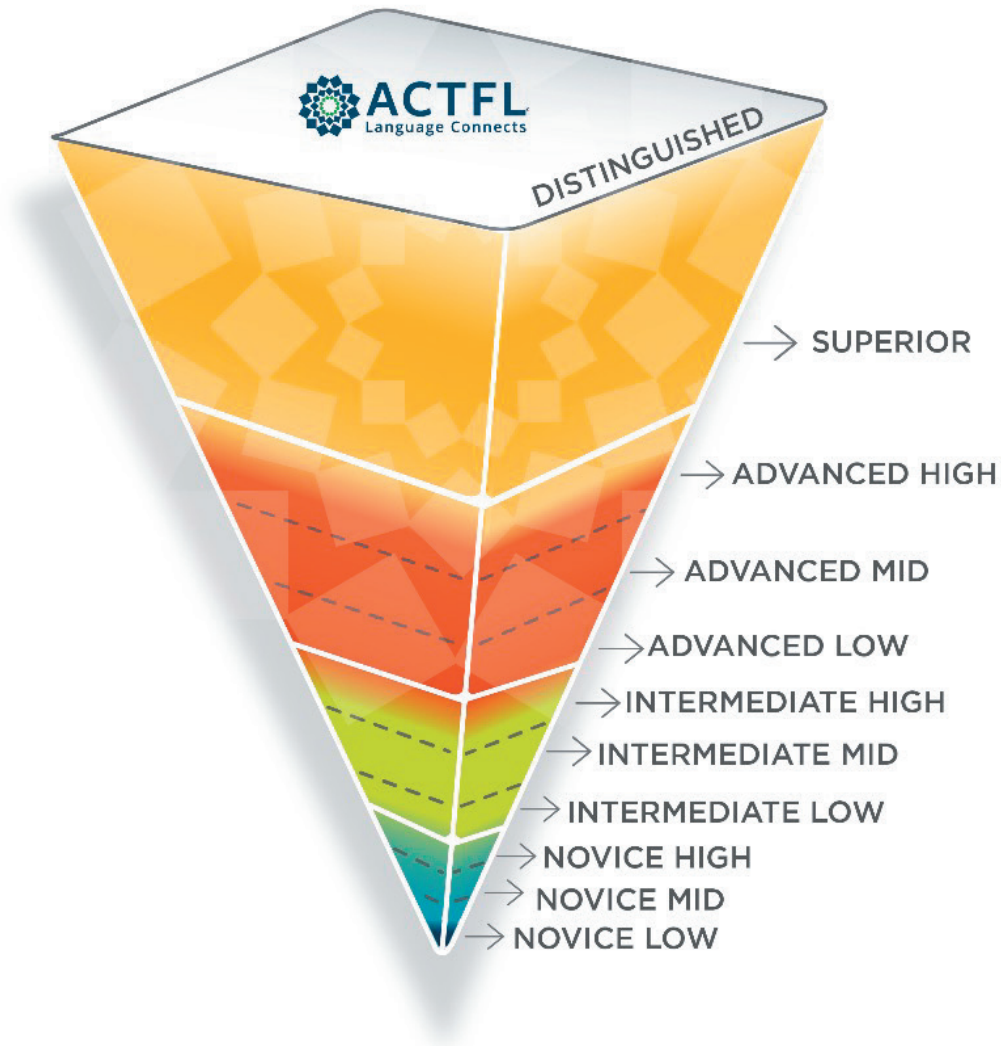
NOVICE HIGH	INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
Function: I can express my preferences	Function: I can express my preferences and opinions and tell why I feel that way	Function: I can state my viewpoint and give some reasons to support it	Function: I can state my viewpoint and give reasons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

NOVICE

INVESTIGATION Investigate Products And Practices To Understand Cultural Perspectives	PROFICIENCY BENCHMARK	
	I can identify products and practices that help me understand perspectives from a variety of cultures and communities, including my own.	
	PERFORMANCE INDICATORS	
	PRODUCTS	I can identify some products to help me understand perspectives in familiar everyday contexts.
	PRACTICES	I can identify some practices to help me understand perspectives in familiar everyday contexts.
INTERACTION Interact Across Cultures and Communities	PROFICIENCY BENCHMARK	
	I can interact at a limited level in some familiar everyday contexts.	
	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.
	BEHAVIOR	I can use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.

EXAMPLES: Linking Investigation and Interaction

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

INVESTIGATION	I can identify locations to buy something and how culture affects where people shop.
INTERACTION	I can use rehearsed behaviors when shopping in a familiar type of store.
INVESTIGATION	I can identify familiar landmarks and monuments and what they represent to people.
INTERACTION	I can act appropriately when purchasing an entrance ticket to a landmark or historical site.
INVESTIGATION	I can identify some elements of a classroom, a school schedule, or levels of schooling and how they reflect the culture.
INTERACTION	I can answer simple questions about my study abroad plans.
INVESTIGATION	I can interpret simple schedules and consider how people think about time.
INTERACTION	I can schedule a call or video conference with a peer in another culture with awareness of time differences and the other's schedules.
INVESTIGATION	I can identify some artists and musicians, their styles and contributions.
INTERACTION	I can recommend sites to experience a variety of local art and music styles.
INVESTIGATION	I can identify geographical forms and how they affect a country's natural resources.
INTERACTION	I can work with a peer in another culture to create a digital presentation on each country's natural resources.
INVESTIGATION	I can identify examples of entertainment, social media and literature and peoples' attitudes toward them.
INTERACTION	I can use some Internet slang abbreviations to communicate a short message through social media.
INVESTIGATION	I can identify some products that reveal a stereotype or exaggerated view of a culture.
INTERACTION	I can work with a peer in another culture to create posters exposing stereotyped images of each others' countries.
INVESTIGATION	I can identify some traditional products and show how and why they are globalized such as fast food, jeans, or social media.
INTERACTION	I can share with peers in another culture restaurants and foods that might be familiar to them.
INVESTIGATION	I can identify social practices such as greetings, introductions, leave-taking and thanking people.
INTERACTION	I can greet and take leave from someone using polite rehearsed behaviors.



INTERCULTURAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

NOVICE

INVESTIGATION Investigate Products And Practices To Understand Cultural Perspectives	PROFICIENCY BENCHMARK <i>I can</i> identify products and practices that help me understand perspectives from a variety of cultures and communities, including my own.	
	PERFORMANCE INDICATORS	
	PRODUCTS	<i>I can</i> identify some products to help me understand perspectives in familiar everyday contexts.
	PRACTICES	<i>I can</i> identify some practices to help me understand perspectives in familiar everyday contexts.
INTERACTION Interact Across Cultures and Communities	PROFICIENCY BENCHMARK <i>I can</i> interact at a limited level in some familiar everyday contexts.	
	PERFORMANCE INDICATORS	
	LANGUAGE	<i>I can</i> communicate with others from a variety of cultures and communities, including my own, in familiar everyday situations, using memorized language and basic cultural awareness.
	BEHAVIOR	<i>I can</i> use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.

EXAMPLES: Linking Investigation and Interaction

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

INVESTIGATION	<i>I can</i> identify whom people consider to be part of their family.
INTERACTION	<i>I can</i> appropriately address members of a family who represent different generations and genders.
INVESTIGATION	<i>I can</i> identify how people count and measure.
INTERACTION	<i>I can</i> work with a language peer and use math skills to compare the area of our living spaces.
INVESTIGATION	<i>I can</i> identify how, what, and why people eat what they do.
INTERACTION	<i>I can</i> act appropriately when obtaining food in familiar situations, such as grocery shopping or eating in a restaurant.
INVESTIGATION	<i>I can</i> identify how people use their free time and why.
INTERACTION	<i>I can</i> participate in a sport with peers of another culture by observing and imitating them.
INVESTIGATION	<i>I can</i> identify how people celebrate local and national holidays or festivals.
INTERACTION	<i>I can</i> observe and imitate appropriate behaviors at a holiday or festival celebration.
INVESTIGATION	<i>I can</i> identify how people travel from one place to another, such as driving, taking the train, or riding a bike, and why they choose to travel this way.
INTERACTION	<i>I can</i> access simple information about transportation options based on my location.
INVESTIGATION	<i>I can</i> identify how culture is reflected in currencies.
INTERACTION	<i>I can</i> use rehearsed behaviors when purchasing items in a familiar setting.
INVESTIGATION	<i>I can</i> identify some traditional practices and tell how and why they are globalized, such as the way people dress, length of school/workday, or meal times.
INTERACTION	<i>I can</i> select clothing that fits in with what others are wearing.



INTERPRETIVE COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

NOVICE

PROFICIENCY BENCHMARK

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.

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

PERFORMANCE INDICATORS

NOVICE LOW

I can identify memorized or familiar words in short, straightforward informational texts and media that are supported by gestures, facial expressions, or visuals.

NOVICE MID

I can identify some basic facts from memorized or familiar words and phrases in short, straightforward informational texts and media that are supported by gestures, facial expressions, or visuals.

NOVICE HIGH

I can identify the topic and some isolated facts from simple sentences in short, straightforward informational texts and media.

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

PERFORMANCE INDICATORS

NOVICE LOW

I can identify memorized or familiar words in short, straightforward fictional texts and media that are supported by gestures, facial expressions, or visuals.

NOVICE MID

I can identify some basic information from memorized or familiar words and phrases in short, straightforward fictional texts and media that are supported by gestures, facial expressions, or visuals.

NOVICE HIGH

I can identify the topic and some isolated elements from simple sentences in short, straightforward fictional texts and media.

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

PERFORMANCE INDICATORS

NOVICE LOW

I can understand memorized or familiar words in short, straightforward conversations that are supported by gestures, facial expressions, or visuals.

NOVICE MID

I can identify some basic facts from memorized or familiar words and phrases in short, straightforward conversations that are supported by gestures, facial expressions, or visuals.

NOVICE HIGH

I can understand familiar questions and statements from simple sentences in short, straightforward conversations.

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

NOVICE

PROFICIENCY BENCHMARK

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.

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

PERFORMANCE INDICATORS

NOVICE LOW

NOVICE MID

NOVICE HIGH

Function: I can identify memorized or familiar words	Function: I can identify some basic facts	Function: I can identify the topic and some isolated facts
Context: in short, straightforward informational texts and media that are supported by gestures, facial expressions, or visuals	Context: in short, straightforward informational texts and media that are supported by gestures, facial expressions, or visuals	Context: in short, straightforward informational texts and media
Text Type: from words and phrases	Text Type: from memorized or familiar words and phrases	Text Type: from simple sentences

EXAMPLES: Written

NOVICE LOW

NOVICE MID

NOVICE HIGH

<p>I can... (customize with specific content). I can identify some locations or stores by their signs. I can match a word or character in a headline to a supporting visual. I can recognize some names of cities on a map. I can identify labeled aisles in a store. I can recognize the labels on a recycling bin.</p>	<p>I can... (customize with specific content). I can identify nutritional categories on food labels. I can identify names of classes and their locations on a class schedule. I can identify my departure and arrival times from a transportation schedule. I can understand what information is provided on a student ID card. I can understand subject-specific terms on a word wall.</p>	<p>I can... (customize with specific content). I can follow directions in a scavenger hunt game. I can understand a variety of simple messages on greeting cards. I can select a movie based on a short description. I can understand someone's profile on a social media site. I can understand some facts about the weather especially when weather symbols are used.</p>
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EXAMPLES: Spoken, Viewed, or Signed

NOVICE LOW

NOVICE MID

NOVICE HIGH

<p>I can... (customize with specific content). I can recognize familiar names of people and places in a public announcement. I can understand simple directions to a familiar place. I can follow instructions for simple class routines. I can understand names and titles when speakers are introduced. I can understand a cell phone number.</p>	<p>I can... (customize with specific content). I can understand the time announced for a store closing. I can understand directions for setting the table. I can follow directions to fill out a simple graphic organizer. I can understand the names of the planets in a science class. I can recognize some weather expressions in a forecast.</p>	<p>I can... (customize with specific content). I can understand the name of a product, the cost, and where to buy it from a radio ad. I can understand who to pick up and where to take them from a friend's voicemail. I can follow a video on how to play a simple game. I can understand an emergency alert during a TV show. I can understand when a sports announcer introduces the team players.</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

NOVICE

PROFICIENCY BENCHMARK

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.

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

PERFORMANCE INDICATORS

NOVICE LOW

NOVICE MID

NOVICE HIGH

Function: I can identify memorized or familiar words	Function: I can identify some basic information	Function: I can identify the topic and some isolated elements
Context: in short, straightforward fictional texts and media that are supported by gestures, facial expressions, or visuals	Context: in short, straightforward fictional texts and media that are supported by gestures, facial expressions, or visuals	Context: in short, straightforward fictional texts and media
Text Type: from words and phrases	Text Type: from memorized or familiar words and phrases	Text Type: from simple sentences

EXAMPLES: Written

NOVICE LOW

NOVICE MID

NOVICE HIGH

<p>I can... (customize with specific content).</p> <p>I can recognize a few individual words in the title of a story.</p> <p>I can recognize a few individual words in a picture book.</p> <p>I can recognize a few individual words in a poem.</p> <p>I can recognize a character's name in a folk tale.</p> <p>I can recognize common opening and closing words of a fairy tale.</p>	<p>I can... (customize with specific content).</p> <p>I can identify some phrases describing a character in a story.</p> <p>I can identify some phrases in captions from pictures in a book.</p> <p>I can recognize a familiar memorized line from a poem.</p> <p>I can recognize some events from a story timeline.</p> <p>I can recognize a song's common one-line refrain.</p>	<p>I can... (customize with specific content).</p> <p>I can identify the topic of a short story.</p> <p>I can identify the topic of a poem.</p> <p>I can identify some of the events in a fairy tale.</p> <p>I can identify some of the traits of a superhero as described in a comic book.</p> <p>I can identify some actions described in a scene from a play.</p>
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EXAMPLES: Spoken, Viewed, or Signed

NOVICE LOW

NOVICE MID

NOVICE HIGH

<p>I can... (customize with specific content).</p> <p>I can recognize a few individual words of a read aloud story.</p> <p>I can recognize a few individual words in a read aloud poem.</p> <p>I can recognize a character's name in a folk tale.</p> <p>I can recognize common opening and closing words in oral storytelling.</p> <p>I can recognize a few familiar words from a music video.</p>	<p>I can... (customize with specific content).</p> <p>I can identify some phrases describing a character in a story.</p> <p>I can identify some phrases from a read aloud story.</p> <p>I can recognize a familiar memorized line from a poem.</p> <p>I can recognize some events from a cartoon.</p> <p>I can recognize a song's common one-line refrain.</p>	<p>I can... (customize with specific content).</p> <p>I can identify where and when a read aloud story takes place.</p> <p>I can identify how to get to the next level when playing a video game.</p> <p>I can identify some of the events in a videostreamed show.</p> <p>I can identify some of the traits of a superhero described in video comic books.</p> <p>I can identify some actions described in a scene from a movie.</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

NOVICE

PROFICIENCY BENCHMARK

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.

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

PERFORMANCE INDICATORS

NOVICE LOW

NOVICE MID

NOVICE HIGH

Function: I can understand memorized or familiar words	Function: I can identify some basic facts	Function: I can understand familiar questions and statements
Context: in short, straightforward conversations that are supported by gestures, facial expressions, or visuals	Context: in short, straightforward conversations that are supported by gestures, facial expressions, or visuals	Context: in short, straightforward conversations
Text Type: from words and phrases	Text Type: from memorized or familiar words and phrases	Text Type: from simple sentences

EXAMPLES: Written

NOVICE LOW

NOVICE MID

NOVICE HIGH

<p>I can... (customize with specific content).</p> <p>I can recognize names and titles in an email introduction.</p> <p>I can recognize familiar place names in a text message.</p> <p>I can recognize greetings and leave taking words in an email.</p> <p>I can recognize salutation words in a business letter.</p> <p>I can recognize question words in a text message.</p>	<p>I can... (customize with specific content).</p> <p>I can recognize dates in an email message.</p> <p>I can recognize very common abbreviations in a text message.</p> <p>I can recognize whether a correspondence is formal or informal.</p> <p>I can understand the time in a meeting request.</p> <p>I can understand familiar directions on a mobile app.</p>	<p>I can... (customize with specific content).</p> <p>I can understand someone's simple descriptions of a photo on Instagram.</p> <p>I can understand questions about class schedules in a text message.</p> <p>I can understand simple feedback on a homework assignment.</p> <p>I can understand simple questions about family in correspondence among global peers.</p> <p>I can understand simple questions in a chat room.</p>
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EXAMPLES: Spoken, Viewed, or Signed

NOVICE LOW

NOVICE MID

NOVICE HIGH

<p>I can... (customize with specific content).</p> <p>I can recognize when greetings and leave-taking are expressed.</p> <p>I can recognize peoples' names and their titles when they are introduced.</p> <p>I can recognize a few individual question words in a conversation among visitors in school.</p> <p>I can recognize familiar names of places discussed on a tour.</p> <p>I can understand simple words of praise by a teacher to a student.</p>	<p>I can... (customize with specific content).</p> <p>I can understand when someone asks a person's name.</p> <p>I can recognize a time or date when plans for an event are discussed.</p> <p>I can recognize some common expressions when people are discussing the weather.</p> <p>I can understand simple instructions given by a parent to a child on the playground.</p> <p>I can understand the difference between a spoken statement and question in peoples' conversations.</p>	<p>I can... (customize with specific content).</p> <p>I can sometimes understand to whom people are directing their conversation.</p> <p>I can understand someone's simple descriptions of a photo.</p> <p>I can understand questions about someone's social schedule.</p> <p>I can understand simple compliments given to a hostess.</p> <p>I can understand simple questions a guest asks about family.</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

NOVICE

PROFICIENCY BENCHMARK

I can participate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using words, phrases, simple sentences, and questions.

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

PERFORMANCE INDICATORS

NOVICE LOW

I can provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases with the help of gestures, facial expressions, or visuals.

NOVICE MID

I can request and provide information by asking and answering simple questions on both very familiar and everyday topics, using a mix of practiced or memorized words, phrases, and simple sentences.

NOVICE HIGH

I can request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time.

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

PERFORMANCE INDICATORS

NOVICE LOW

I can express basic preferences or feelings on very familiar topics, using practiced or memorized words and phrases with the help of gestures, facial expressions, or visuals.

NOVICE MID

I can express and ask about preferences or feelings and react to those of others on both very familiar and everyday topics, using a mix of practiced or memorized words, phrases, simple sentences, and questions.

NOVICE HIGH

I can express and react to preferences and opinions on both familiar and everyday topics, using simple sentences most of the time and asking questions to keep the conversation on topic.

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

PERFORMANCE INDICATORS

NOVICE LOW

I can express some basic needs related to very familiar activities, using practiced or memorized words and phrases with the help of gestures, facial expressions, or visuals.

NOVICE MID

I can express and ask about needs related to familiar and everyday activities, using a mix of practiced or memorized words, phrases, simple sentences, and questions.

NOVICE HIGH

I can begin to interact with others to meet my basic needs related to routine activities, using simple sentences and questions most of the time.



INTERPERSONAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

NOVICE

PROFICIENCY BENCHMARK

I can participate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using words, phrases, simple sentences, and questions.

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

PERFORMANCE INDICATORS

NOVICE LOW

NOVICE MID

NOVICE HIGH

Function: I can provide information by answering a few simple questions	Function: I can request and provide information by asking and answering simple questions	Function: I can request and provide information by asking and answering practiced, and some original questions
Context: on very familiar topics, with the help of gestures, facial expressions, and visuals	Context: on both very familiar and everyday topics	Context: on both familiar and everyday topics
Text Type: using practiced or memorized words and phrases	Text Type: using a mix of practiced or memorized words, phrases, and simple sentences	Text Type: using simple sentences most of the time

EXAMPLES: Speaking/Listening or Signing

NOVICE LOW

NOVICE MID

NOVICE HIGH

<p>I can... (customize with specific content). I can introduce myself when I meet people. I can answer questions about who is in my family. I can answer questions about my favorite weekend activities. I can respond to a basic math question using numbers. I can respond when asked to name the style of music I am playing.</p>	<p>I can... (customize with specific content). I can ask who, what, where, or when questions about a party. I can respond to a math question reciting a simple mathematical operation (e.g., 2 times 3 is 6). I can contribute to a conversation about music styles by giving an example of a style I like. I can share the time and date of an upcoming community event. I can interact with a partner to complete a "fill-in-the-blank" worksheet in a science class.</p>	<p>I can... (customize with specific content). I can exchange information about things to do in my town. I can exchange information about which classes are harder or easier than others and why. I can ask and respond to some simple questions about a scientific infographic. I can contribute to a conversation about a story by identifying who, what, when, and where. I can ask and answer questions about a job opening.</p>
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EXAMPLES: Writing/Reading

NOVICE LOW

NOVICE MID

NOVICE HIGH

<p>I can... (customize with specific content). I can respond to personal questions such as my name, age, or family in an online forum. I can fill out an online form to provide my class schedule. I can fill in a chat box by answering who, what, where, or when questions. I can text a friend the time and day we plan to meet. I can respond to a text message that asks where I am going.</p>	<p>I can... (customize with specific content). I can ask and answer questions about school, food, or hobbies in an online conversation. I can text questions and answers about the type of restaurant we plan to go to tonight. I can respond to an e-invitation and ask questions about the event. I can write a post-it note in response to a discussion question. I can write a direct message response.</p>	<p>I can... (customize with specific content). I can exchange information about what I do for fun with a global peer. I can exchange texts with a friend about local music venues. I can respond to an email about a sporting event I attended. I can write a response to an e-card greeting. I can exchange information about the latest video game in an online chat.</p>
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INTERPERSONAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

NOVICE

PROFICIENCY BENCHMARK

I can participate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using words, phrases, simple sentences, and questions.

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

PERFORMANCE INDICATORS

NOVICE LOW

NOVICE MID

NOVICE HIGH

Function: I can express basic preferences or feelings	Function: I can express and ask about preferences or feelings and react to those of others	Function: I can express and react to preferences and opinions and keep the conversation on topic
Context: on very familiar topics with the help of gestures, facial expressions, or visuals	Context: on both very familiar and everyday topics	Context: on both familiar and everyday topics
Text Type: using practiced or memorized words and phrases	Text Type: using a mix of practiced or memorized words, phrases, simple sentences, and questions	Text Type: using simple sentences and questions

EXAMPLES: Speaking/Listening or Signing

NOVICE LOW

NOVICE MID

NOVICE HIGH

<p>I can... (customize with specific content).</p> <p>I can say if I feel well, so-so, or sick.</p> <p>I can identify my favorite people, places, or things from a list.</p> <p>I can say what sport I like to play.</p> <p>I can say what food I like or dislike.</p> <p>I can say if I agree with someone about basic preferences.</p>	<p>I can... (customize with specific content).</p> <p>I can exchange preferences with my friends about our likes and dislikes.</p> <p>I can ask and answer questions about what kinds of chores are easier or more enjoyable.</p> <p>I can add to a conversation what I like and dislike about having a pet.</p> <p>I can exchange preferences about which subjects I like or dislike.</p> <p>I can ask and answer questions about favorite singers.</p>	<p>I can... (customize with specific content).</p> <p>I can exchange with others some ideas about ways to stay healthy.</p> <p>I can exchange recommendations about the best apps for different purposes.</p> <p>I can interact with friends to identify kinds of photos I think are appropriate to post on social media.</p> <p>I can compare schedules with a friend to identify who has a harder week ahead.</p> <p>I can exchange opinions about my school's cafeteria food.</p>
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EXAMPLES: Writing/Reading

NOVICE LOW

NOVICE MID

NOVICE HIGH

<p>I can... (customize with specific content).</p> <p>I can respond to a social media site about best restaurants or best sports teams, indicating approval or disapproval.</p> <p>I can text my friend about where I prefer to meet and when.</p> <p>I can text someone what I prefer for dinner tonight.</p> <p>I can choose my preference for clothing brands on an online survey.</p> <p>I can complete a simple survey to identify what I like and don't like about a store or service.</p>	<p>I can... (customize with specific content).</p> <p>I can choose answers on an online personality survey.</p> <p>I can post clothing photos on a social media site and ask advice about which to buy.</p> <p>I can read a note from my roommate about evening plans and write a short response.</p> <p>I can post my opinion about a new movie in response to other posts.</p> <p>I can react to my classmates' posts on an online learning tool.</p>	<p>I can... (customize with specific content).</p> <p>I can craft a response to a blog post about movie recommendations.</p> <p>I can ask and react to a friend's post on a social media site.</p> <p>I can exchange with visitors on a shared platform preferences of things to do.</p> <p>I can add my comments to those of others about something I read on a discussion about sports.</p> <p>I can exchange preferences in video games on a gaming site.</p>
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INTERPERSONAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

NOVICE

PROFICIENCY BENCHMARK

I can participate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using words, phrases, simple sentences, and questions.

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

PERFORMANCE INDICATORS

NOVICE LOW	NOVICE MID	NOVICE HIGH
Function: I can express some basic needs	Function: I can express and ask about needs	Function: I can begin to interact with others to meet my basic needs
Context: related to very familiar activities with the help of gestures, facial expressions, or visuals	Context: related to familiar and everyday activities	Context: related to routine activities
Text Type: using practiced or memorized words and phrases	Text Type: using a mix of practiced or memorized words, phrases, simple sentences, and questions	Text Type: using simple sentences and questions most of the time

EXAMPLES: Speaking/Listening or Signing

NOVICE LOW	NOVICE MID	NOVICE HIGH
<p>I can... (customize with specific content).</p> <p>I can tell someone my name.</p> <p>I can greet and take leave in a polite way.</p> <p>I can tell the customs official which countries I visited.</p> <p>I can tell someone whether or not I understand them.</p> <p>I can say how much money I need to pay for my lunch.</p>	<p>I can... (customize with specific content).</p> <p>I can introduce someone else and ask related questions.</p> <p>I can say that I am hungry, cold, or tired and ask others.</p> <p>I can ask and answer questions about homework.</p> <p>I can politely ask someone to repeat something I did not understand.</p> <p>I can ask and understand how much something costs.</p>	<p>I can... (customize with specific content).</p> <p>I can ask for directions when I'm lost.</p> <p>I can interact with a partner to plan who will do what for an upcoming project, and when.</p> <p>I can exchange advice to choose an outfit for an event.</p> <p>I can confirm with my partner the time, place, and reason for a meeting.</p> <p>I can interact with a partner to decide whether to cancel an event given the weather forecast.</p>

EXAMPLES: Writing/Reading

NOVICE LOW	NOVICE MID	NOVICE HIGH
<p>I can... (customize with specific content).</p> <p>I can introduce myself on an online site.</p> <p>I can enter a word in an online game.</p> <p>I can respond with the appropriate greeting to a text message.</p> <p>I can add happy birthday to a social media post.</p> <p>I can reply to a message asking the price for a service.</p>	<p>I can... (customize with specific content).</p> <p>I can respond to online survey questions to say where I want to study abroad and when.</p> <p>I can add personalized birthday wishes to a friend on a social media site.</p> <p>I can respond to a text message asking for an alternative day/time for an appointment.</p> <p>I can ask questions to the online sales rep about an item.</p> <p>I can participate in an online exchange to get ready for an upcoming trip.</p>	<p>I can... (customize with specific content).</p> <p>I can interact online to ask and answer questions about a homework assignment.</p> <p>I can make plans for a picnic with others via text messages.</p> <p>I can text my friend to bring me something from a restaurant and answer my friend's questions.</p> <p>I can exchange messages to set up the steps for an experiment.</p> <p>I can exchange information with a doctor's office to prepare for an upcoming appointment.</p>



PRESENTATIONAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

NOVICE

PROFICIENCY BENCHMARK

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.

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

PERFORMANCE INDICATORS

NOVICE LOW

I can name very familiar people, places and objects, using practiced or memorized words and phrases with the help of gestures, facial expressions, or visuals.

NOVICE MID

I can share information on both very familiar and everyday topics, using a mix of practiced or memorized words, phrases, and simple sentences.

NOVICE HIGH

I can share information on both familiar and everyday topics, using simple sentences most of the time.

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

PERFORMANCE INDICATORS

NOVICE LOW

I can express my likes and dislikes on very familiar topics, using practiced or memorized words and phrases with the help of gestures, facial expressions, or visuals.

NOVICE MID

I can express my likes and dislikes on very familiar and everyday topics of interest, using a mix of practiced or memorized words, phrases, and simple sentences.

NOVICE HIGH

I can express my preferences on familiar and everyday topics of interest, using simple sentences most of the time.

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

PERFORMANCE INDICATORS

NOVICE LOW

I can introduce myself using practiced or memorized words and phrases with the help of gestures, facial expressions, or visuals.

NOVICE MID

I can share information about myself, my interests, and my activities using a mix of practiced or memorized words, phrases, and simple sentences.

NOVICE HIGH

I can share information about my life and activities, using simple sentences most of the time.



PRESENTATIONAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

NOVICE

PROFICIENCY BENCHMARK

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.

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

PERFORMANCE INDICATORS

NOVICE LOW	NOVICE MID	NOVICE HIGH
Function: I can name	Function: I can share information	Function: I can share information
Context: very familiar people, places, and objects with the help of gestures, facial expressions, or visuals	Context: on both very familiar and everyday topics	Context: on both familiar and everyday topics,
Text Type: using practiced or memorized words and phrases	Text Type: using a mix of practiced or memorized words, phrases, and simple sentences	Text Type: using simple sentences most of the time

EXAMPLES: Speaking or Signing

NOVICE LOW	NOVICE MID	NOVICE HIGH
<p>I can... (customize with specific content).</p> <p>I can name items I see every day.</p> <p>I can name some countries on a map when planning a trip.</p> <p>I can name some famous landmarks and people.</p> <p>I can say numbers from 1-10.</p> <p>I can say the date and the day of the week.</p>	<p>I can... (customize with specific content).</p> <p>I can give some simple information about my classroom or school.</p> <p>I can give some simple information about animals, foods or sports based on pictures or photos.</p> <p>I can tell the location of a city relative to another city on a map.</p> <p>I can present simple information about my town or city.</p> <p>I can give some simple information about historical figures based on pictures or photos.</p>	<p>I can... (customize with specific content).</p> <p>I can identify some elements of a classroom, a school schedule or levels of schooling.</p> <p>I can present information on something I learned about in a class or at work.</p> <p>I can describe a simple process such as how to make something or the steps of a science experiment.</p> <p>I can describe a simple routine such as getting lunch in a cafeteria or restaurant.</p> <p>I can give simple directions to a nearby location.</p>

EXAMPLES: Writing

NOVICE LOW	NOVICE MID	NOVICE HIGH
<p>I can... (customize with specific content).</p> <p>I can label familiar people, places, and objects in pictures and posters.</p> <p>I can fill out a simple form with my name, address, phone number, birth date, and nationality.</p> <p>I can copy a simple phrase like "Happy Birthday," "Happy Holidays," etc.</p> <p>I can write the names of places on a map.</p> <p>I can list items I see every day.</p>	<p>I can... (customize with specific content).</p> <p>I can write some simple information about my classroom or school.</p> <p>I can write some simple details about animals, foods, historical figures, or sports based on pictures or photos.</p> <p>I can list my daily activities.</p> <p>I can write a to-do list.</p> <p>I can fill out a simple schedule.</p>	<p>I can... (customize with specific content).</p> <p>I can identify in writing some elements of a classroom, a school schedule, or levels of schooling.</p> <p>I can write a simple process such as how to solve a math problem.</p> <p>I can write simple captions for pictures or photos.</p> <p>I can write simple directions to a nearby location.</p> <p>I can write an email requesting more information about something I found online such as a local event or student organization.</p>



PRESENTATIONAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

NOVICE

PROFICIENCY BENCHMARK

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.

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

PERFORMANCE INDICATORS

NOVICE LOW	NOVICE MID	NOVICE HIGH
Function: I can express my likes and dislikes	Function: I can express my likes and dislikes	Function: I can express my preferences
Context: on very familiar topics with the help of gestures, facial expressions, or visuals	Context: on very familiar and everyday topics of interest	Context: on familiar and everyday topics of interest
Text Type: using practiced or memorized words and phrases	Text Type: using a mix of practiced or memorized words, phrases, and simple sentences	Text Type: using simple sentences most of the time

EXAMPLES: Speaking or Signing

NOVICE LOW	NOVICE MID	NOVICE HIGH
<p>I can... (customize with specific content).</p> <p>I can list places I like to go to see art or listen to music.</p> <p>I can tell sports I like or don't like.</p> <p>I can say names of my favorite animals based on pictures I see.</p> <p>I can look at pictures on a menu and name foods based on my likes and dislikes.</p> <p>I can state some activities I enjoy.</p>	<p>I can... (customize with specific content).</p> <p>I can tell where I like to go to see art or listen to music.</p> <p>I can say how much I like or don't like certain foods.</p> <p>I can state my favorite free-time activities and those I don't like.</p> <p>I can state which actor or author I like the best.</p> <p>I can say which school subjects are my most and least favorite.</p>	<p>I can... (customize with specific content).</p> <p>I can recommend places to experience a variety of art and music styles.</p> <p>I can tell about my favorite actor or author.</p> <p>I can tell about others' likes and dislikes.</p> <p>I can present a brief description of a website I find useful.</p> <p>I can give a few details about my favorite restaurant.</p>

EXAMPLES: Writing

NOVICE LOW	NOVICE MID	NOVICE HIGH
<p>I can... (customize with specific content).</p> <p>I can list places I like to go to see art or listen to music.</p> <p>I can create a simple chart of a few things I like and dislike.</p> <p>I can label the things I like and don't like in a picture.</p> <p>I can write a list of desirable and undesirable characteristics of a friend.</p> <p>I can list my favorite free-time activities to create a survey for my peers.</p>	<p>I can... (customize with specific content).</p> <p>I can write where I go to see art or listen to music.</p> <p>I can write how much I like or don't like certain sports.</p> <p>I can create a bulleted list telling why a class is my favorite.</p> <p>I can write a rank ordered list of my favorite and least favorite free-time activities.</p> <p>I can caption pictures of what I consider to be good and bad lunch options.</p>	<p>I can... (customize with specific content).</p> <p>I can recommend places to experience a variety of art and music styles.</p> <p>I can write about others' likes and dislikes in order to form a team or work group.</p> <p>I can create a slogan and short description for an advertisement.</p> <p>I can write a description of my favorite character from a story.</p> <p>I can make a simple poster to campaign for a person or event.</p>



PRESENTATIONAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

NOVICE

PROFICIENCY BENCHMARK

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.

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

PERFORMANCE INDICATORS

NOVICE LOW	NOVICE MID	NOVICE HIGH
Function: I can introduce	Function: I can share information	Function: I can share information
Context: myself, with the help of gestures, facial expressions, or visuals	Context: about myself, my interests, and my activities	Context: about my life and activities
Text Type: using practiced or memorized words and phrases	Text Type: using a mix of practiced or memorized words, phrases, and simple sentences	Text Type: using simple sentences most of the time

EXAMPLES: Speaking or Signing

NOVICE LOW	NOVICE MID	NOVICE HIGH
<p>I can... (customize with specific content).</p> <p>I can say my name, age, and where I live to introduce myself.</p> <p>I can say my phone number, home address, and email address.</p> <p>I can say some activities I do every day.</p> <p>I can tell the names of places I go on the weekend.</p> <p>I can state my physical or personality traits.</p>	<p>I can... (customize with specific content).</p> <p>I can name my family members, their ages, their relationships to me, and what they like to do.</p> <p>I can state a few personality or physical characteristics of a hero of mine.</p> <p>I can identify parts of my house, my school, or my place of work.</p> <p>I can name places in my community, town, city, state or country.</p> <p>I can tell someone my activities and schedule for the day.</p>	<p>I can... (customize with specific content).</p> <p>I can identify whom I and people in other cultures consider to be part of the family, using a few simple details.</p> <p>I can describe where I work and what I do.</p> <p>I can tell a peer or colleague what I did this weekend.</p> <p>I can give biographical information about others.</p> <p>I can give some simple reasons why I am late for an appointment.</p>

EXAMPLES: Writing

NOVICE LOW	NOVICE MID	NOVICE HIGH
<p>I can... (customize with specific content).</p> <p>I can write my name, age, and where I live on a simple form.</p> <p>I can write my phone number, home address, and email address on a simple form.</p> <p>I can write how I'm feeling in a short journal entry.</p> <p>I can write a list of what I need to pack for an upcoming trip.</p> <p>I can write a shopping list of what I need to buy.</p>	<p>I can... (customize with specific content).</p> <p>I can caption a photo with my family members' names, ages, relationship to me, and what they like to do.</p> <p>I can write about what I look like so that someone can recognize me.</p> <p>I can write the physical or personality traits of a character in a book.</p> <p>I can list my classes or work activities and tell what time they start and end.</p> <p>I can list my weekend activities and who does them with me.</p>	<p>I can... (customize with specific content).</p> <p>I can identify whom I and people in other cultures consider to be part of the family, using a few simple details.</p> <p>I can write a short note, text or email to my friend about upcoming plans.</p> <p>I can write information about my daily life in a letter, blog, discussion board or email message.</p> <p>I can write about a field trip, an event or an activity that I participated in.</p> <p>I can write the sequence of events from a story I've read or a video I've seen.</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
Performance vs Proficiency	<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>
Straightforward Texts or Media	Texts or media that have a clear structure (beginning, middle, end); logical flow with clear transitions; consistent formatting; and/or clear and concise language.	<i>An infographic with images, bullets, and brief phrases or sentences.</i>

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