



NCSSFL-ACTFL CAN-DO STATEMENTS

SUPERIOR/DISTINGUISHED LEVELS

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

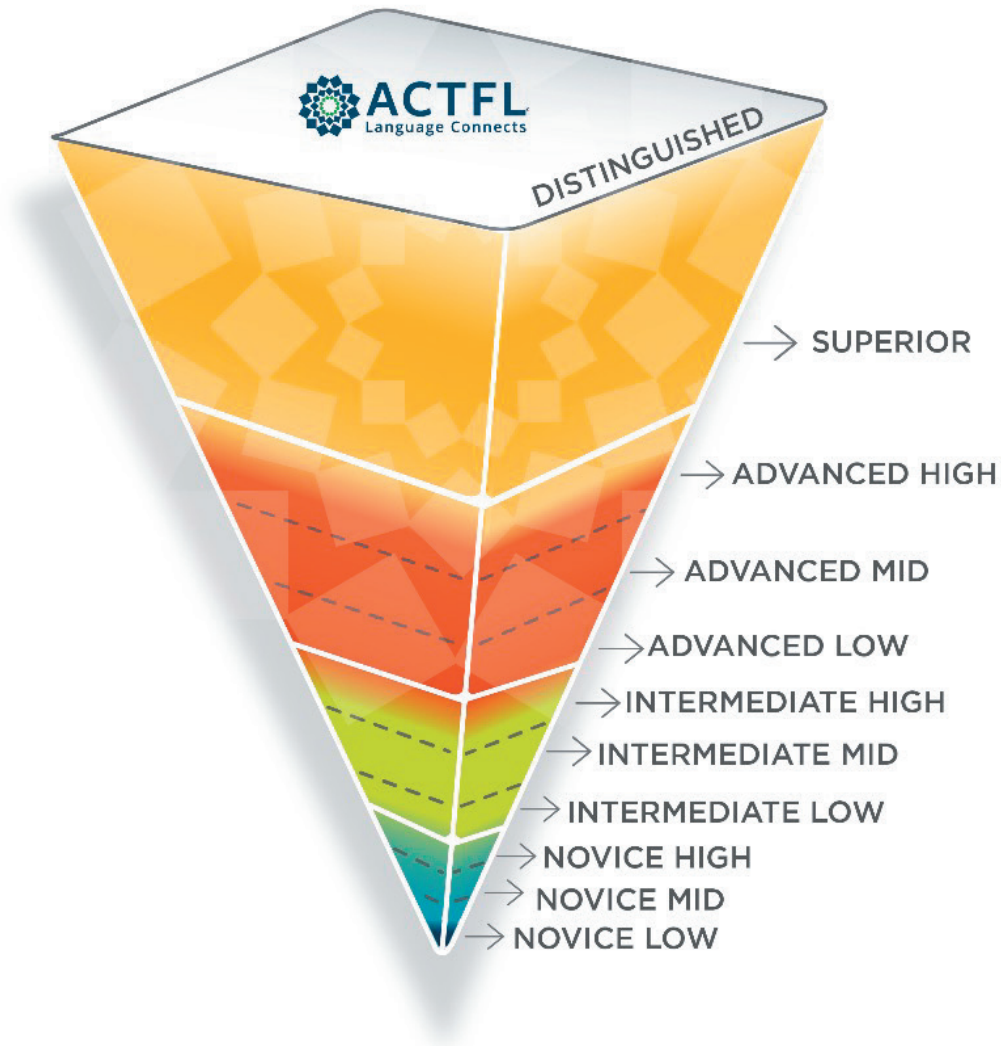
NOVICE HIGH	INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
Function: I can express my preferences	Function: I can express my preferences and opinions and tell why I feel that way	Function: I can state my viewpoint and give some reasons to support it	Function: I can state my viewpoint and give reasons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

SUPERIOR

INVESTIGATION Investigate Products And Practices To Understand Cultural Perspectives	PROFICIENCY BENCHMARK	
	<i>I can</i> analyze products, practices, and perspectives from a variety of cultures and communities, including my own.	
	PERFORMANCE INDICATORS	
	PRODUCTS	<i>I can</i> analyze how a wide range of concrete and abstract products are related to perspectives in various contexts.
PRACTICES	<i>I can</i> analyze how a wide range of concrete and abstract practices are related to perspectives in various contexts.	
INTERACTION Interact Across Cultures and Communities	PROFICIENCY BENCHMARK	
	<i>I can</i> interact in complex situations to ensure a shared understanding of culture.	
	PERFORMANCE INDICATORS	
	LANGUAGE	<i>I can</i> 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.
BEHAVIOR	<i>I can</i> adapt to cultural norms and etiquette, read nonverbal cues, and adjust my behavior in various situations.	

EXAMPLES: Linking Investigation and Interaction

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

INVESTIGATION	<i>I can</i> analyze the evolution of urban architectural design from traditional to current trends.
INTERACTION	<i>I can</i> interact appropriately in professional meetings and adjust behaviors to accomplish my goals.
INVESTIGATION	<i>I can</i> analyze the changes in significance of landmarks and monuments over time and the feelings or emotions evoked by those who live in the culture.
INTERACTION	<i>I can</i> adjust the display of my emotional reactions when the cultural expectations differ from my own.
INVESTIGATION	<i>I can</i> analyze the role family plays in schooling
INTERACTION	<i>I can</i> interview parents about their role in their children’s education and analyze their responses.
INVESTIGATION	<i>I can</i> analyze the values represented by scheduling of daily routines and other events.
INTERACTION	<i>I can</i> easily conform to norms when scheduling events in a professional setting, such as arrival time and lunch schedules.
INVESTIGATION	<i>I can</i> analyze perceptions of beauty and aesthetics that are reflected in art and music.
INTERACTION	<i>I can</i> work with others to select works for a gallery show or a concert based on a mediated perception of beauty.
INVESTIGATION	<i>I can</i> analyze how environmental initiatives contribute to a people’s cultural identify or pride.
INTERACTION	<i>I can</i> respect a country’s environmental policies when negotiating a business opportunity or participating in a service project with locals.
INVESTIGATION	<i>I can</i> identify and analyze implicit bias in social media reactions to the coverage of news and events.
INTERACTION	<i>I can</i> recognize and respect other points of view when discussing a story or film plotline.
INVESTIGATION	<i>I can</i> analyze the values reflected in political decisions based on stereotypes.
INTERACTION	<i>I can</i> post an analysis of and answer questions about campaign rhetoric around immigration and its reliance on stereotyped ideas, adapting my language to neutralize the stereotype.
INVESTIGATION	<i>I can</i> analyze the attitudes toward the environmental impact of globalized products.
INTERACTION	<i>I can</i> collaborate in international efforts to promote global citizenry.



INTERCULTURAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

SUPERIOR

INVESTIGATION Investigate Products And Practices To Understand Cultural Perspectives	PROFICIENCY BENCHMARK	
	<i>I can</i> analyze products, practices, and perspectives from a variety of cultures and communities, including my own.	
	PERFORMANCE INDICATORS	
	PRODUCTS	<i>I can</i> analyze how a wide range of concrete and abstract products are related to perspectives in various contexts.
PRACTICES	<i>I can</i> analyze how a wide range of concrete and abstract practices are related to perspectives in various contexts.	
INTERACTION Interact Across Cultures and Communities	PROFICIENCY BENCHMARK	
	<i>I can</i> interact in complex situations to ensure a shared understanding of culture.	
	PERFORMANCE INDICATORS	
	LANGUAGE	<i>I can</i> 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.
BEHAVIOR	<i>I can</i> adapt to cultural norms and etiquette, read nonverbal cues, and adjust my behavior in various situations.	

EXAMPLES: Linking Investigation and Interaction

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

INVESTIGATION	<i>I can</i> analyze how the use of sarcasm, irony, and humor reflects societal attitudes.
INTERACTION	<i>I can</i> greet, interact with and take leave from people across cultures in social and professional situations.
INVESTIGATION	<i>I can</i> analyze how age or gender affects roles in family, school, or the workplace.
INTERACTION	<i>I can</i> interact with members of someone's family in a professional capacity while respecting their cultural values.
INVESTIGATION	<i>I can</i> analyze the government's fiscal support for math and science education and draw conclusions about how and why these areas of study are valued.
INTERACTION	<i>I can</i> share ideas when analyzing the budget or architectural design for a new building.
INVESTIGATION	<i>I can</i> analyze how people's beliefs and attitudes toward a healthy lifestyle influence eating and exercise habits.
INTERACTION	<i>I can</i> demonstrate proper table etiquette and conversation at formal functions such as a wedding or a business dinner.
INVESTIGATION	<i>I can</i> analyze what values are promoted through local or national events, such as sporting events, national reading week, marathons, or film festivals.
INTERACTION	<i>I can</i> referee a sporting event in another culture and demonstrate impartiality during controversial rulings.
INVESTIGATION	<i>I can</i> analyze the historical origins and evolution of holiday or festival practices.
INTERACTION	<i>I can</i> participate appropriately in activities related to most holiday celebrations or festivals of another culture.
INVESTIGATION	<i>I can</i> analyze how decisions are made in the travel industry based on individual and collective values.
INTERACTION	<i>I can</i> arrange a trip that respects local values and traditions and meets travelers' need and habits.
INVESTIGATION	<i>I can</i> assess and explain the impact of cultural competence on business negotiations.
INTERACTION	<i>I can</i> open and manage a business bank account.
INVESTIGATION	<i>I can</i> analyze the effects of globalization on how people see and demonstrate their personal and national identity.
INTERACTION	<i>I can</i> market a product in another culture.



INTERCULTURAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

DISTINGUISHED

INVESTIGATION Investigate Products And Practices To Understand Cultural Perspectives	PROFICIENCY BENCHMARK	
	<i>I can</i> objectively evaluate products, practices, and perspectives from a variety of cultures and communities, including my own.	
	PERFORMANCE INDICATORS	
	PRODUCTS	<i>I can</i> evaluate how a wide range of concrete and abstract products reflect perspectives.
	PRACTICES	<i>I can</i> evaluate how a wide range of concrete and abstract practices reflect perspectives.
INTERACTION Interact Across Cultures and Communities	PROFICIENCY BENCHMARK	
	<i>I can</i> mediate and bridge cultural and pluricultural perspectives with ease.	
	PERFORMANCE INDICATORS	
	LANGUAGE	<i>I can</i> engage with empathy and cultural nuance when interacting with others from a variety of cultures and communities, including my own, in almost any situation.
	BEHAVIOR	<i>I can</i> adjust my formal and informal styles of behavior, respond effectively to nonverbal cues, and mediate smoothly and respectfully in almost any situation.

EXAMPLES: Linking Investigation and Interaction

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

INVESTIGATION	<i>I can</i> express various viewpoints about urban planning and its influence on society.
INTERACTION	<i>I can</i> organize informal and formal social activities that validate the traditions of international visitors.
INVESTIGATION	<i>I can</i> evaluate the cultural capital of landmarks and monuments from different viewpoints.
INTERACTION	<i>I can</i> respond with appropriate behavior to the reactions of a diverse group at a political demonstration or other emotionally-charged event.
INVESTIGATION	<i>I can</i> objectively evaluate the role of education in the quality of life.
INTERACTION	<i>I can</i> collaborate on an educational research project with peers from other cultures, mediating objections during the process.
INVESTIGATION	<i>I can</i> evaluate how and why people conceptually organize time and events.
INTERACTION	<i>I can</i> mediate differences to show respect for how the other considers time and space while organizing an event for international speakers.
INVESTIGATION	<i>I can</i> evaluate, through multiple lenses, the evolution of beauty, music and art from traditional to current trends.
INTERACTION	<i>I can</i> collaborate on a retrospective of an artist's or musician's work.
INVESTIGATION	<i>I can</i> analyze and critique environmental policies from multiple perspectives.
INTERACTION	<i>I can</i> conduct a comparative analysis of environmental laws and share my findings.
INVESTIGATION	<i>I can</i> evaluate the changing attitudes toward entertainment, social media and literature, and how it impacts lives.
INTERACTION	<i>I can</i> conduct research and share findings on attitudes and beliefs as reflected in social media, literature and the entertainment industry.
INVESTIGATION	<i>I can</i> evaluate what evidence gave rise to a stereotype in order to demystify it.
INTERACTION	<i>I can</i> facilitate a formal discussion before a diverse audience on a controversial topic, such as terrorist acts or drug trafficking, without judgment or bias.
INVESTIGATION	<i>I can</i> evaluate the impact of globalization on economic and political perspectives from my own and other cultures' viewpoints.
INTERACTION	<i>I can</i> participate on a panel to discuss countries' actions to address global warming.
INVESTIGATION	<i>I can</i> critically interpret, evaluate, and mediate verbal and nonverbal behaviors in informal and formal contexts.
INTERACTION	<i>I can</i> greet, interact with and take leave from people across cultures in diverse situations and mediate others' miscues.



INTERCULTURAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

DISTINGUISHED

INVESTIGATION Investigate Products And Practices To Understand Cultural Perspectives	PROFICIENCY BENCHMARK	
	<i>I can</i> objectively evaluate products, practices, and perspectives from a variety of cultures and communities, including my own.	
	PERFORMANCE INDICATORS	
	PRODUCTS	<i>I can</i> evaluate how a wide range of concrete and abstract products reflect perspectives.
	PRACTICES	<i>I can</i> evaluate how a wide range of concrete and abstract practices reflect perspectives.
INTERACTION Interact Across Cultures and Communities	PROFICIENCY BENCHMARK	
	<i>I can</i> mediate and bridge cultural and pluricultural perspectives with ease.	
	PERFORMANCE INDICATORS	
	LANGUAGE	<i>I can</i> engage with empathy and cultural nuance when interacting with others from a variety of cultures and communities, including my own, in almost any situation.
	BEHAVIOR	<i>I can</i> adjust my formal and informal styles of behavior, respond effectively to nonverbal cues, and mediate smoothly and respectfully in almost any situation.

EXAMPLES: Linking Investigation and Interaction

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

INVESTIGATION	<i>I can</i> evaluate how family structure impacts social issues and political decision-making.
INTERACTION	<i>I can</i> collaborate in decision-making in crisis situations involving families.
INVESTIGATION	<i>I can</i> evaluate the economic impact of math and science education and defend or dispute current related policies.
INTERACTION	<i>I can</i> arbitrate conflicts at an urban revitalization summit addressing the economic effects of rezoning.
INVESTIGATION	<i>I can</i> evaluate multiple viewpoints toward such issues as healthcare, hunger, and obesity, and the implications on laws and quality of life.
INTERACTION	<i>I can</i> participate confidently in informal and formal corporate events in another culture, as a participant and a planner.
INVESTIGATION	<i>I can</i> examine and evaluate how attitudes toward personal time influence laws and regulations concerning work and vacation time.
INTERACTION	<i>I can</i> mediate objections during the process of planning sports events with representatives of multiple nations.
INVESTIGATION	<i>I can</i> interpret and mitigate conflicting ideas people may have about various holiday or festival rituals.
INTERACTION	<i>I can</i> organize an event, a holiday celebration or a festival in accordance with the beliefs of international visitors.
INVESTIGATION	<i>I can</i> evaluate how legislators' beliefs and motivations have financial and political implications on the transportation industry.
INTERACTION	<i>I can</i> debate the benefits and consequences of introducing a new form of transportation given the local context.
INVESTIGATION	<i>I can</i> evaluate values reflected in a nation's economic policies for foreign investment and international trade.
INTERACTION	<i>I can</i> trade on a foreign stock exchange.
INVESTIGATION	<i>I can</i> evaluate and explain the impact of globalization on economic and political perspectives.
INTERACTION	<i>I can</i> organize a conference that meets the needs and expectations of a global audience.



INTERPRETIVE COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

SUPERIOR

PROFICIENCY BENCHMARK

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.

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

PERFORMANCE INDICATOR

I can follow the flow of ideas and infer meaning from complex language in extended informational texts and media involving unfamiliar and abstract professional, technical, and academic content.

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

PERFORMANCE INDICATOR

I can follow the flow of ideas and infer meaning from complex language in extended fictional texts and media involving unfamiliar and abstract content.

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

PERFORMANCE INDICATOR

I can follow the flow of ideas and infer meaning from complex language in extended conversations and discussions involving unfamiliar and abstract content.

DISTINGUISHED

PROFICIENCY BENCHMARK

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.

PERFORMANCE INDICATOR

I can easily understand sophisticated language, regardless of the cultural context or complexity, in extended informational texts and media in almost any genre and almost any professional, technical, and academic content.

PERFORMANCE INDICATOR

I can interpret tone, nuance, and mood, regardless of the cultural context or complexity, in extended fictional texts and media in almost any genre and content.

PERFORMANCE INDICATOR

I can interpret tone, nuance, and mood, regardless of the cultural context or complexity, in extended conversations and discussions on almost any topic.

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

SUPERIOR

PROFICIENCY BENCHMARK

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.

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

PERFORMANCE INDICATOR

Function: I can follow the flow of ideas and infer meaning

Context: in extended informational texts and media involving unfamiliar and abstract professional, technical, and academic content

Text Type: from complex language

EXAMPLES: Written

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

- I can** understand an article advocating for educational reform to meet global needs.
- I can** understand a transcript from a court case.
- I can** understand the inferences in a literary review.
- I can** read an article from a professional journal unrelated to my field.
- I can** understand a technical report on economics.

EXAMPLES: Spoken, Viewed, or Signed

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

- I can** understand double entendres used to convey information in a monologue.
- I can** understand the historical inferences in a documentary.
- I can** understand the political agenda in a live or recorded lecture.
- I can** understand facts presented satirically in a comedy routine.
- I can** understand shades of meaning when listening to politically-charged commentaries.

DISTINGUISHED

PROFICIENCY BENCHMARK

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.

PERFORMANCE INDICATOR

Function: I can easily understand sophisticated language regardless of the cultural context or complexity

Context: in extended informational texts and media in almost any genre and almost any professional, technical, and academic content

Text Type: from dense, conceptually complex language

EXAMPLES: Written

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

- I can** understand historical works with embedded cultural references.
- I can** understand the details and subtleties of an academic paper on ethical conduct.
- I can** understand a technical manual on genetics.
- I can** understand editorials whose arguments are indirect rather than literal.
- I can** understand subtleties of political satire in essays or blogs.

EXAMPLES: Spoken, Viewed, or Signed

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

- I can** understand the arguments in an international policy debate.
- I can** follow historically authentic language in classical theatre performances.
- I can** understand the cultural references and allusions in the synopsis of an opera.
- I can** understand the purpose, various perspectives and details in an extended discussion on global migration and related international policies.

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

SUPERIOR

PROFICIENCY BENCHMARK

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.

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

PERFORMANCE INDICATOR

Function: I can follow the flow of ideas and infer meaning

Context: in extended fictional texts and media involving unfamiliar and abstract content

Text Type: from complex language

EXAMPLES: Written

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

- I can** understand satirical humor in a poem.
- I can** infer the attitude of an author.
- I can** understand the multiple perspectives conveyed in a historical fiction novel.
- I can** follow the complex interactions that led to a protagonist's downfall.

EXAMPLES: Spoken, Viewed, or Signed

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

- I can** understand satirical humor in a joke.
- I can** infer the attitude of a storyteller.
- I can** understand the multiple perspectives conveyed in an opera.
- I can** follow the complex interactions leading to a protagonist's downfall.

DISTINGUISHED

PROFICIENCY BENCHMARK

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.

PERFORMANCE INDICATOR

Function: I can interpret tone, nuance, and mood regardless of the cultural context or complexity

Context: in extended fictional texts and media in almost any genre and content

Text Type: from dense, conceptually complex language

EXAMPLES: Written

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

- I can** understand the cultural inferences conveyed in a parody.
- I can** understand highly idiomatic expressions of a dialect spoken by characters in a novel.
- I can** understand the humor aimed at a specific cultural issue in a satire.
- I can** understand rhetorical techniques an author uses to tailor writing to a particular audience.

EXAMPLES: Spoken, Viewed, or Signed

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

- I can** understand the cultural inferences conveyed in a parody.
- I can** understand highly idiomatic expressions of a dialect spoken by characters in a drama.
- I can** understand the humor aimed at a specific cultural issue in a satirical play.
- I can** understand rhetorical devices a storyteller uses to tailor language to a particular audience.

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

SUPERIOR

PROFICIENCY BENCHMARK

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.

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

PERFORMANCE INDICATOR

Function: I can follow the flow of ideas and infer meaning

Context: in extended conversations and discussions involving unfamiliar and abstract content

Text Type: from complex language

EXAMPLES: Written

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

I can understand diverse opinions expressed in online discussions on the cognitive and social benefits of world language education.

I can interpret various solutions to stop human trafficking proposed by international experts in an online symposium.

I can understand varied points of view on religious perspectives expressed in a white paper draft.

I can understand an online conversation about the intended and unintended impact of leaked information.

EXAMPLES: Spoken, Viewed, or Signed

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

I can understand diverse opinions expressed in a discussion on the value of the arts.

I can understand the points of view expressed by residents and candidates at a town meeting.

I can understand religious perspectives expressed in conversation among interfaith leaders.

I can understand a conversational dispute about visa requirements between an airline passenger and customs officials.

DISTINGUISHED

PROFICIENCY BENCHMARK

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.

PERFORMANCE INDICATOR

Function: I can interpret tone, nuance, and mood regardless of the cultural context or complexity

Context: in extended conversations and discussions on almost any topic

Text Type: from dense, conceptually complex language

EXAMPLES: Written

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

I can understand cultural inferences expressed in classical literary dialogues.

I can differentiate a humorous from a pointed remark in a transcript from a political debate.

I can follow written conversations containing complex and abstract concepts about current global economic issues.

I can follow a discussion on the relationship between a free press and democratic institutions of governance.

EXAMPLES: Spoken, Viewed, or Signed

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

I can understand cultural inferences in puns and jokes.

I can differentiate a humorous from a pointed remark in a political argument.

I can understand the purpose, various perspectives and details in an extended discussion on global migration and related international policies.

I can follow an argument among literary colleagues about the concept of time in the modern novel.

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

SUPERIOR

PROFICIENCY BENCHMARK

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.

DISTINGUISHED

PROFICIENCY BENCHMARK

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.

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

PERFORMANCE INDICATOR

I can discuss and debate at length on a variety of hypothetical or abstract issues, including general social interests and some areas of personal and professional expertise, using complex discourse with supporting arguments and exploring hypotheses.

PERFORMANCE INDICATOR

I can discuss and debate at length on global issues and abstract concepts, using complex discourse and adapting language in culturally nuanced ways to the context of the conversation.

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

PERFORMANCE INDICATOR

I can discuss and debate opinions and exchange advice on a variety of hypothetical or abstract issues, including general social interests and some areas of personal and professional expertise, using complex discourse with supporting arguments and exploring hypotheses.

PERFORMANCE INDICATOR

I can discuss and debate opinions, evaluate advice, and advocate for actions on global issues and abstract concepts, using complex discourse and adapting language in culturally nuanced ways to the conversation.

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

PERFORMANCE INDICATOR

I can interact and negotiate to resolve matters in a variety of personal, social, and professional situations, using complex discourse with supporting arguments and exploring hypotheses.

PERFORMANCE INDICATOR

I can interact, negotiate, and advocate for resolutions on global issues and abstract concepts in a culturally nuanced manner, using complex discourse and adapting language in culturally nuanced ways to the conversation.



INTERPERSONAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

SUPERIOR

PROFICIENCY BENCHMARK

I can participate fully and effectively in spontaneous spoken, written, or signed discussions and debates on issues and ideas ranging from broad general interests to my areas of specialized expertise, including supporting arguments and exploring hypotheses.

DISTINGUISHED

PROFICIENCY BENCHMARK

I can interact, negotiate, and debate on a wide range of global issues and highly abstract concepts, fully adapting to the cultural context of the conversation, using spoken, written, or signed language.

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

PERFORMANCE INDICATOR

Function: I can discuss and debate at length

Context: on a variety of hypothetical or abstract issues including general social interests and some areas of personal and professional expertise

Text Type: using complex discourse with supporting arguments and exploration of hypotheses

PERFORMANCE INDICATOR

Function: I can discuss and debate at length

Context: on global issues and abstract concepts

Text Type: using complex discourse and language adapted in culturally nuanced ways to the context of the conversation

EXAMPLES: Speaking/Listening or Signing

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

I can participate in a formal conversation with local community leaders about the benefits of cultural diversity in a community.

I can debate the scientific and social issues related to stem cell research.

I can participate in a panel discussing social justice.

EXAMPLES: Speaking/Listening or Signing

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

I can persuasively argue a viewpoint with colleagues about a controversial interpretation of a literary work.

I can tailor my language in a political forum to discuss social reform with a diverse cultural audience.

I can interact in a debate by hypothesizing about the societal implications of the ubiquity of artificial intelligence.

EXAMPLES: Writing/Reading

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

I can work with others through online exchanges to select works for a gallery show based on perceptions of beauty.

I can defend my position on gun control in an online debate with international colleagues.

I can participate actively and react to others appropriately in academic debates, providing facts and rationales to back up my statements.

EXAMPLES: Writing/Reading

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

I can collaborate online to select the works for a retrospective of an architect's work, to showcase their cultural perspectives.

I can participate in an online discussion on the political and social impact and implications of decolonization.

I can collaborate to create consensus for a position statement about the impact of high stakes testing on learner motivation, performance and academic achievement.



INTERPERSONAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

SUPERIOR

PROFICIENCY BENCHMARK

I can participate fully and effectively in spontaneous spoken, written, or signed discussions and debates on issues and ideas ranging from broad general interests to my areas of specialized expertise, including supporting arguments and exploring hypotheses.

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

PERFORMANCE INDICATOR

Function: I can discuss opinions and give advice

Context: on a variety of hypothetical or abstract issues including general social interests and some areas of personal and professional expertise

Text Type: using complex discourse with supporting arguments and exploration of hypotheses

DISTINGUISHED

PROFICIENCY BENCHMARK

I can interact, negotiate, and debate on a wide range of global issues and highly abstract concepts, fully adapting to the cultural context of the conversation, using spoken, written, or signed language.

PERFORMANCE INDICATOR

Function: I can discuss opinions and advocate for actions

Context: on global issues and abstract concepts

Text Type: using complex discourse and language adapted in culturally nuanced ways to the context of the conversation

EXAMPLES: Speaking/Listening or Signing

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

I can discuss the issues related to a global banking system and its implication for fraud potential.

I can discuss religious issues with interfaith groups.

I can advise community leaders during their discussion on the selection of an artistic work to represent the diversity of the citizenry.

EXAMPLES: Speaking/Listening or Signing

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

I can mediate the discussion of international groups on complex political and social issues, providing support for making a difficult decision such as on renewable energy.

I can discuss alternative arguments for the analyses of literary texts using multiple cultural and historical perspectives.

I can persuasively debate the ethical responsibility of nations to eliminate human trafficking.

EXAMPLES: Writing/Reading

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

I can articulate my views in an online conversation about the practice of animal testing to develop medicinal treatments.

I can mediate an online debate on the potential impact of online degrees.

I can advocate for or against maintaining a country's membership in NATO.

EXAMPLES: Writing/Reading

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

I can persuasively participate in a global online debate on publicly funded treatment of drug addicts.

I can participate on a shared site in the writing of a policy paper on international treatment of prisoners.

I can mediate an international electronic discussion on developing countries' access to technology.



INTERPERSONAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

SUPERIOR

PROFICIENCY BENCHMARK

I can participate fully and effectively in spontaneous spoken, written, or signed discussions and debates on issues and ideas ranging from broad general interests to my areas of specialized expertise, including supporting arguments and exploring hypotheses.

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

PERFORMANCE INDICATOR

Function: I can interact and negotiate

Context: on a variety of hypothetical or abstract issues, including general social interests and some areas of personal and professional expertise

Text Type: using complex discourse with supporting arguments and exploration of hypotheses

EXAMPLES: Speaking/Listening or Signing

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

- I can** participate with ease in a complex discussion on the challenges of immigration, showing awareness of cultural perspectives.
- I can** interact and fully participate in a job interview to discuss in detail why the global company interests me and should hire me.
- I can** participate in financial discussions to increase an organization's revenue.

EXAMPLES: Writing/Reading

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

- I can** mediate a conflict regarding the rights of indigenous people in an online forum.
- I can** lead an online discussion to craft a proposal to be submitted for funding.
- I can** participate in a technical discussion in my field.

DISTINGUISHED

PROFICIENCY BENCHMARK

I can interact, negotiate, and debate on a wide range of global issues and highly abstract concepts, fully adapting to the cultural context of the conversation, using spoken, written, or signed language.

PERFORMANCE INDICATOR

Function: I can interact, negotiate, and advocate for resolutions

Context: on global issues and abstract concepts

Text Type: using complex discourse and language adapted in culturally nuanced ways to the context of the conversation

EXAMPLES: Speaking/Listening or Signing

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

- I can** collaborate on an international environmental research project.
- I can** negotiate a contract for a business enterprise.
- I can** mediate a community dispute involving participants with vastly differing opinions.

EXAMPLES: Writing/Reading

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

- I can** provide online assistance to an international aid organization that needs to negotiate with a local government in another country or culture.
- I can** mediate an online political forum and redirect unreasonable participants.
- I can** work with a local immigrant group to mediate misunderstandings and conflicts.



PRESENTATIONAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

SUPERIOR

DISTINGUISHED

PROFICIENCY BENCHMARK

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.

PROFICIENCY BENCHMARK

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.

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

PERFORMANCE INDICATOR

I can deliver clearly articulated, well-structured presentations to various audiences on a variety of hypothetical or abstract issues, including general social interests and some areas of personal and professional expertise, producing extended and precise discourse.

PERFORMANCE INDICATOR

I can adapt my language to the characteristics of the audience and embed cultural perspectives while presenting on global issues and abstract concepts, using complex, culturally nuanced discourse with accuracy, efficiency, and effectiveness.

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

PERFORMANCE INDICATOR

I can deliver a clearly articulated, well-structured argument, refute counterarguments, and provide extensive supporting evidence on a variety of hypothetical or abstract issues, including general social interests and some areas of personal and professional expertise, producing extended, precise discourse.

PERFORMANCE INDICATOR

I can tailor a sophisticated presentation to advocate my own or another's point of view, or persuade an audience whose attitudes and cultural perspectives may be different from my own, on global issues and abstract concepts, using complex, culturally nuanced discourse with accuracy, efficiency, and effectiveness.

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

PERFORMANCE INDICATOR

I can deliver clearly articulated, coherent, and detailed narrations on complex abstract and hypothetical issues, producing extended, precise discourse.

PERFORMANCE INDICATOR

I can narrate succinctly and precisely, often using historical or cultural references to engage an audience whose cultural attitudes, expectations, and perspectives may be different from my own, using complex, culturally nuanced discourse with accuracy, efficiency, and effectiveness.



PRESENTATIONAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

SUPERIOR

PROFICIENCY BENCHMARK

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.

DISTINGUISHED

PROFICIENCY BENCHMARK

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.

How can I present information to inform and explain?

PERFORMANCE INDICATORS

Function: I can deliver clearly articulated, well-structured presentations to various audiences

Context: on a variety of hypothetical or abstract issues including general social interests and some areas of personal and professional expertise

Text Type: producing extended discourse with precision of expression

PERFORMANCE INDICATORS

Function: I can adapt my language to the characteristics of the audience and embed cultural perspectives while presenting

Context: on global issues and abstract concepts

Text Type: using complex, culturally nuanced discourse with accuracy, efficiency, and effectiveness

EXAMPLES: Speaking or Signing

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

- I can** present an analysis of the role played by schooling in family and society, across cultures and communities.
- I can** present extensively on a concept or trend in my field of specialization, such as at a public speaking event.
- I can** present a lecture for a variety of purposes in a way that aligns the presentation with the intended objectives.
- I can** provide a balance of evidence and explanations in a presentation on a complex issue and make adjustments as needed to address the audience's lack of knowledge on a particular topic.

EXAMPLES: Speaking or Signing

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

- I can** present an objective evaluation of the role of education in the quality of life across cultures and communities.
- I can** make coherent and articulate presentations on highly abstract topics related to my interests and expertise, such as artificial intelligence or space exploration.
- I can** make coherent and articulate presentations on global concepts such as environmental issues, population growth or genetically modified organisms.
- I can** gauge the level of comprehension of my audience and adjust my presentation's content, style or delivery as appropriate.

EXAMPLES: Writing

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

- I can** write an analysis of the role played by schooling in family and society, across cultures and communities
- I can** write extensively on a concept or trend in my field of specialization.
- I can** write an article for submission to a professional or specialized journal.
- I can** write an editorial for a newspaper or magazine about a current social, cultural or political issue or controversy.

EXAMPLES: Writing

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

- I can** write an objective evaluation of the role of education in the quality of life across cultures and communities.
- I can** write a text as short as a poem or as long as a treatise, based upon its purpose.
- I can** write extensively on global concepts such as food scarcity, human rights, or the long-term impact of pesticides.
- I can** write articles on the destruction or preservation of cultural heritage sites that take into account all sides of the issue.



PRESENTATIONAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

SUPERIOR

PROFICIENCY BENCHMARK

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.

DISTINGUISHED

PROFICIENCY BENCHMARK

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.

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

PERFORMANCE INDICATORS

Function: I can deliver a clearly articulated, well-structured argument, refute counterarguments, and provide extensive supporting evidence

Context: on a variety of hypothetical or abstract issues, including general social interests and some areas of personal and professional expertise

Text Type: producing extended discourse with precision of expression

PERFORMANCE INDICATORS

Function: I can tailor a sophisticated presentation to advocate my own or another's point of view, or persuade an audience whose attitudes and cultural perspectives may be different from my own

Context: on global issues and abstract concepts

Text Type: using complex, culturally nuanced discourse with accuracy, efficiency, and effectiveness

EXAMPLES: Speaking or Signing

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

I can make a presentation about selecting works for a gallery show or a concert based on a mediated perception of beauty.

I can construct, develop and present evidence-based hypotheses to explore alternative possibilities to an established practice.

I can restructure an existing presentation to reflect a particular point of view for a new audience.

I can defend or challenge a controversial action taken by a person or group

EXAMPLES: Speaking or Signing

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

I can present a retrospective of an artist's or musician's work.

I can present persuasive and hypothetical discourse in my field of expertise.

I can present and advocate a position that is not necessarily my own, incorporating well recognized examples from other cultures to enrich my presentation.

I can give a speech on a particular controversial issue, challenging listeners to consider multiple perspectives.

EXAMPLES: Writing

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

I can write about how to work with others to select works for a gallery show or a concert based on a mediated perception of beauty.

I can write an academic thesis or dissertation taking a stance on an issue or set of issues.

I can write a comprehensive policy statement challenging readers to consider multiple perspectives.

I can write a review of a written work for a literary magazine or scholarly journal.

EXAMPLES: Writing

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

I can write a retrospective of an artist's or musician's work.

I can write a political speech for a candidate to deliver in another culture.

I can write an editorial advocating for government to take a particular stance on global warming, food scarcity or similar topics.

I can use culturally appropriate comedic devices or cultural references to enhance my argument in an opinion piece for a news website.



PRESENTATIONAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

SUPERIOR

PROFICIENCY BENCHMARK

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.

DISTINGUISHED

PROFICIENCY BENCHMARK

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.

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

PERFORMANCE INDICATORS

Function: I can deliver clearly articulated, coherent, and detailed narrations

Context: on complex abstract and hypothetical issues

Text Type: producing extended discourse with precision of expression

PERFORMANCE INDICATORS

Function: I can narrate succinctly and precisely, often using historical or cultural references, to engage an audience whose cultural attitudes, expectations, and perspectives may be different from my own

Context: on global issues and abstract concepts

Text Type: using complex, culturally nuanced discourse with accuracy, efficiency, and effectiveness

EXAMPLES: Speaking or Signing

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

I can present an analysis on how age or gender affects roles in family, school, or the workplace, across cultures and communities.

I can present detailed fictional narrations following cultural conventions of the storytelling genre.

I can present hypotheses about the impact of complex decisions in my field of expertise.

I can present a technical analysis of an experiment or scholarly investigation conducted in my field of expertise and the potential scientific or societal ramifications.

EXAMPLES: Speaking or Signing

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

I can present an evaluation on how family structure impacts social issues and political decision-making, across cultures and communities.

I can narrate using culturally relevant rhetorical devices to convey humor, irony or satire.

I can make a formal awards speech about the past, current, and potential future impact of a particular person or foundation, making culturally authentic references to connect with my audience.

I can make presentations on related events on a wide range of issues, incorporating appropriate culturally and historically authentic references to connect with my audience.

EXAMPLES: Writing

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

I can write an analysis of how age or gender affects roles in family, school, or the workplace, across cultures and communities.

I can write detailed fictional or historical narrations, following cultural conventions of the storytelling genre.

I can write an article for a professional journal about the impact of complex decisions in my field of expertise.

I can write a comprehensive review of a historical, factual or literary work related to my field of expertise.

EXAMPLES: Writing

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

I can write an evaluation of how family structure impacts social issues and political decision-making, both historically and in the future, across cultures and communities.

I can compose a short or lengthy written literary or expository work, using culturally relevant rhetorical devices to convey humor, irony or satire.

I can chronicle a related series of events, incorporating appropriate culturally and historically authentic references to connect with my audience.

I can write researched non-fiction texts for an international audience, incorporating appropriate culturally and historically authentic references.

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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