




# NCSSFL-ACTFL CAN-DO STATEMENTS



## PROFICIENCY BENCHMARKS

<b>NOVICE</b> PROFICIENCY BENCHMARK	<b>INTERMEDIATE</b> PROFICIENCY BENCHMARK
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### COMMUNICATION

 INTERPRETIVE	<p><b>I can</b> identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.</p>	<p><b>I can</b> understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.</p>
 INTERPERSONAL	<p><b>I can</b> communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.</p>	<p><b>I can</b> participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.</p>
 PRESENTATIONAL	<p><b>I can</b> present 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.</p>	<p><b>I can</b> communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.</p>

### INTERCULTURAL COMMUNICATION

 INVESTIGATE	<p>In my own and other cultures <b>I can</b> identify products and practices to help me understand perspectives.</p>	<p>In my own and other cultures <b>I can</b> make comparisons between products and practices to help me understand perspectives.</p>
 INTERACT	<p><b>I can</b> interact at a survival level in some familiar everyday contexts.</p>	<p><b>I can</b> interact at a functional level in some familiar contexts.</p>

# NCCSFL-ACTFL CAN-DO STATEMENTS PROFICIENCY BENCHMARKS

<b>ADVANCED</b> PROFICIENCY BENCHMARK	<b>SUPERIOR</b> PROFICIENCY BENCHMARK	<b>DISTINGUISHED</b> PROFICIENCY BENCHMARK
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## COMMUNICATION

<p><b>I can</b> understand the main message and supporting details on a wide variety of familiar and general interest topics across various time frames from complex, organized texts that are spoken, written, or signed.</p>	<p><b>I can</b> interpret and infer meaning from complex, academic and professional texts on a range of unfamiliar, abstract, and specialized issues that are spoken, written, or signed.</p>	<p><b>I can</b> interpret and infer meaning from dense, structurally sophisticated texts on a wide range of global issues and highly abstract concepts, with deeply embedded cultural references and colloquialisms and dialects that are spoken, written, or signed.</p>	INTERPRETIVE
<p><b>I can</b> maintain spontaneous spoken, written, or signed conversations and discussions across various time frames on familiar, as well as unfamiliar, concrete topics, using series of connected sentences and probing questions.</p>	<p><b>I can</b> 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.</p>	<p><b>I can</b> 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.</p>	INTERPERSONAL
<p><b>I can</b> deliver detailed and organized presentations on familiar as well as unfamiliar concrete topics, in paragraphs and using various time frames through spoken, written, or signed language.</p>	<p><b>I can</b> deliver extended presentations on abstract or hypothetical issues and ideas ranging from broad general interests to my areas of specialized expertise, with precision of expression and to a wide variety of audiences, using spoken, written, or signed language.</p>	<p><b>I can</b> deliver sophisticated and articulate presentations on a wide range of global issues and highly abstract concepts, fully adapting to the cultural context of the audience, using spoken, written, or signed language.</p>	PRESENTATIONAL

## INTERCULTURAL COMMUNICATION

<p>In my own and other cultures <b>I can</b> explain some diversity among products and practices and how it relates to perspectives.</p>	<p>In my own and other cultures <b>I can</b> suspend judgment while critically examining products, practices, and perspectives.</p>	<p>In my own and other cultures <b>I can</b> objectively evaluate products and practices and mediate perspectives.</p>	INVESTIGATE
<p><b>I can</b> interact at a competent level in familiar and some unfamiliar contexts.</p>	<p><b>I can</b> interact in complex situations to ensure a shared understanding of culture.</p>	<p><b>I can</b> engage with complexity and pluricultural identities and serve as a mediator between and among cultures.</p>	INTERACT



# 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 by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.

*What can I understand, interpret or analyze in authentic informational texts that I hear, read or view?*

#### PERFORMANCE INDICATORS

NOVICE LOW	NOVICE MID	NOVICE HIGH
<b>I can</b> identify memorized or familiar words when they are supported by gestures or visuals in informational texts.	<b>I can</b> identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in informational texts.	<b>I can</b> identify the topic and some isolated facts from simple sentences in informational texts.

*What can I understand, interpret or analyze in authentic fictional texts that I hear, read or view?*

#### PERFORMANCE INDICATORS

NOVICE LOW	NOVICE MID	NOVICE HIGH
<b>I can</b> identify memorized or familiar words when they are supported by gestures or visuals in fictional texts.	<b>I can</b> identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in fictional texts.	<b>I can</b> identify the topic and some isolated elements from simple sentences in short fictional texts.

*What can I understand, interpret or analyze in conversations and discussions that I hear, read or view, in which I am not a participant?*

#### PERFORMANCE INDICATORS

NOVICE LOW	NOVICE MID	NOVICE HIGH
<b>I can</b> understand memorized or familiar words when they are supported by gestures or visuals in conversations.	<b>I can</b> identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in conversations.	<b>I can</b> understand familiar questions and statements from simple sentences in 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 in L1 and L2 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
- 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.



# INTERPRETIVE COMMUNICATION

## PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

### INTERMEDIATE

#### PROFICIENCY BENCHMARK

**I can** understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.

*What can I understand, interpret or analyze in authentic **informational** texts that I hear, read or view?*

#### PERFORMANCE INDICATORS

##### INTERMEDIATE LOW

**I can** identify the topic and related information from simple sentences in short informational texts.

##### INTERMEDIATE MID

**I can** understand the main idea and key information in short straightforward informational texts.

##### INTERMEDIATE HIGH

**I can** usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph-length informational texts.

*What can I understand, interpret or analyze in authentic **fictional** texts that I hear, read or view?*

#### PERFORMANCE INDICATORS

##### INTERMEDIATE LOW

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

##### INTERMEDIATE MID

**I can** understand the main idea and key information in short straightforward fictional texts.

##### INTERMEDIATE HIGH

**I can** usually follow the main story and actions expressed in various time frames in paragraph-length fictional texts.

*What can I understand, interpret or analyze in **conversations and discussions** that I hear, read or view, in which I am not a participant?*

#### PERFORMANCE INDICATORS

##### INTERMEDIATE LOW

**I can** identify the main idea in short conversations.

##### INTERMEDIATE MID

**I can** identify the main idea and key information in short straightforward conversations.

##### INTERMEDIATE HIGH

**I can** usually understand the main idea and flow of events expressed in various time frames in conversations and discussions.

#### **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 in L1 and L2 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
- 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.



## INTERPRETIVE COMMUNICATION

### PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

## ADVANCED

### PROFICIENCY BENCHMARK

**I can** understand the main message and supporting details on a wide variety of familiar and general interest topics across various time frames from complex, organized texts that are spoken, written, or signed.

*What can I understand, interpret or analyze in authentic informational texts that I hear, read or view?*

### PERFORMANCE INDICATORS

#### ADVANCED LOW

**I can** identify the underlying message and some supporting details across major time frames in descriptive informational texts.

#### ADVANCED MID

**I can** understand the underlying message and most supporting details across major time frames in descriptive informational texts.

#### ADVANCED HIGH

**I can** follow the flow of ideas and infer meaning from complex language on unfamiliar, abstract topics within informational texts.

*What can I understand, interpret or analyze in authentic fictional texts that I hear, read or view?*

### PERFORMANCE INDICATORS

#### ADVANCED LOW

**I can** follow the main story and some supporting detail across major time frames in fictional texts.

#### ADVANCED MID

**I can** follow the main story and most supporting details across major time frames in fictional texts.

#### ADVANCED HIGH

**I can** follow the flow of ideas and some nuances from different viewpoints in most fictional texts.

*What can I understand, interpret or analyze in conversations and discussions that I hear, read or view, in which I am not a participant?*

### PERFORMANCE INDICATORS

#### ADVANCED LOW

**I can** understand the main message and some supporting details across major time frames in conversations and discussions.

#### ADVANCED MID

**I can** understand the main message and most supporting details across major time frames in conversations and discussions.

#### ADVANCED HIGH

**I can** follow the flow of ideas and some nuances from different viewpoints in conversations and discussions.

#### **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 in L1 and L2 to the Interpretive mode. Factors that impact how well learners understand texts include:

- text complexity or length
- familiarity with topic and background knowledge
- 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.



## INTERPRETIVE COMMUNICATION

### PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

#### SUPERIOR

##### PROFICIENCY BENCHMARK

**I can** interpret and infer meaning from complex, academic and professional texts on a range of unfamiliar, abstract, and specialized issues that are spoken, written, or signed.

#### DISTINGUISHED

##### PROFICIENCY BENCHMARK

**I can** interpret and infer meaning from dense, structurally sophisticated texts on a wide range of global issues and highly abstract concepts, with deeply embedded cultural references and colloquialisms and dialects that are spoken, written, or signed.

#### *What can I understand, interpret or analyze in authentic informational texts that I hear, read or view?*

##### PERFORMANCE INDICATOR

**I can** follow the flow of ideas and infer meaning from unfamiliar, abstract topics in complex language in informational texts.

##### PERFORMANCE INDICATOR

**I can** easily understand sophisticated language, regardless of the cultural context in professional, technical and academic texts.

#### *What can I understand, interpret or analyze in authentic fictional texts that I hear, read or view?*

##### PERFORMANCE INDICATOR

**I can** follow the flow of ideas and infer meaning on unfamiliar, abstract topics in complex language from fictional texts.

##### PERFORMANCE INDICATOR

**I can** interpret tone, nuance, and mood in almost any genre of fictional texts.

#### *What can I understand, interpret or analyze in conversations and discussions that I hear, read or view, in which I am not a participant?*

##### PERFORMANCE INDICATOR

**I can** follow abstract, complex and unfamiliar topics in extended conversations and discussions involving multiple speakers.

##### PERFORMANCE INDICATOR

**I can** interpret tone, nuance, and mood in almost any extended conversation and discussion.

#### **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 in L1 and L2 to the Interpretive mode. Factors that impact how well learners understand texts include:

- text complexity or length
- familiarity with topic and background knowledge
- 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.



# INTERPERSONAL COMMUNICATION

## PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

### NOVICE

#### PROFICIENCY BENCHMARK

**I can** communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.

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

#### PERFORMANCE INDICATORS

NOVICE LOW	NOVICE MID	NOVICE HIGH
<b>I can</b> provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals.	<b>I can</b> request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.	<b>I can</b> 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 meet my needs or address situations in conversations?*

#### PERFORMANCE INDICATORS

NOVICE LOW	NOVICE MID	NOVICE HIGH
<b>I can</b> express some basic needs, using practiced or memorized words and phrases, with the help of gestures or visuals.	<b>I can</b> express basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.	<b>I can</b> interact with others to meet my basic needs related to routine everyday activities, using simple sentences and questions most of the time.

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

#### PERFORMANCE INDICATORS

NOVICE LOW	NOVICE MID	NOVICE HIGH
<b>I can</b> express basic preferences or feelings, using practiced or memorized words and phrases, with the help of gestures or visuals.	<b>I can</b> express my own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.	<b>I can</b> express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic.



# INTERPERSONAL COMMUNICATION

## PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

### INTERMEDIATE

#### PROFICIENCY BENCHMARK

**I can** participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.

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

#### PERFORMANCE INDICATORS

##### INTERMEDIATE LOW

**I can** request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions.

##### INTERMEDIATE MID

**I can** exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions.

##### INTERMEDIATE HIGH

**I can** exchange information in conversations and some discussions on a variety of familiar and some concrete topics that I have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.

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

#### PERFORMANCE INDICATORS

##### INTERMEDIATE LOW

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

##### INTERMEDIATE MID

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

##### INTERMEDIATE HIGH

**I can** interact with others to meet my needs in a variety of situations, sometimes involving a complication, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.

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

#### PERFORMANCE INDICATORS

##### INTERMEDIATE LOW

**I can** express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions.

##### INTERMEDIATE MID

**I can** exchange preferences, feelings, or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and asking a variety of follow-up questions.

##### INTERMEDIATE HIGH

**I can** explain preferences, opinions, and emotions and provide advice on a variety of familiar and some concrete topics that I have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.





# INTERPERSONAL COMMUNICATION

## PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

### ADVANCED

#### PROFICIENCY BENCHMARK

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

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

#### PERFORMANCE INDICATORS

##### ADVANCED LOW

**I can** exchange information and ideas in discussions on a variety of familiar and concrete academic and social topics, using a few simple paragraphs across major time frames.

##### ADVANCED MID

**I can** maintain discussions on a wide variety of familiar and unfamiliar concrete topics of personal and general interest, and sometimes academic, social or professional topics, by using probing questions and providing detailed responses across major time frames.

##### ADVANCED HIGH

**I can** discuss and sometimes debate a variety of complex concrete and some abstract academic, social and professional topics and often deal with related issues hypothetically, using precise questions and explanations.

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

#### PERFORMANCE INDICATORS

##### ADVANCED LOW

**I can** interact and negotiate to resolve an unexpected complication that arises in a familiar situation, using a few simple paragraphs across major time frames.

##### ADVANCED MID

**I can** interact and negotiate to resolve an unexpected complication that arises in a familiar situation, providing detailed explanations and offering a variety of resolutions across major time frames.

##### ADVANCED HIGH

**I can** interact and negotiate to resolve an unexpected complication in a situation that is generally unfamiliar.

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

#### PERFORMANCE INDICATORS

##### ADVANCED LOW

**I can** maintain conversations by providing explanations and comparisons of preferences, opinions, and advice on familiar and concrete academic and social topics using a few simple paragraphs across major time frames.

##### ADVANCED MID

**I can** maintain extended conversations by supporting, reacting to, and comparing preferences and opinions and expressing advice and emotions in detail across major time frames, and by asking probing questions.

##### ADVANCED HIGH

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



## INTERPERSONAL COMMUNICATION

### PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

#### 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

**I can** discuss and debate a wide variety of complex issues and abstract ideas using precise, sophisticated, and academic language.

##### PERFORMANCE INDICATOR

**I can** debate complex issues and abstract ideas skillfully and succinctly, tailoring language to the cultural context of the interaction, using cultural and historical references as appropriate.

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

##### PERFORMANCE INDICATOR

**I can** interact and negotiate to resolve abstract and complex matters on a wide variety of topics in a variety of situations.

##### PERFORMANCE INDICATOR

**I can** interact and negotiate to resolve highly abstract and complex matters in culturally appropriate ways on a wide variety of topics and to persuasively advocate a point of view that is not necessarily my own.

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

##### PERFORMANCE INDICATOR

**I can** discuss and debate opinions and advice with multiple participants on a wide variety of complex issues and abstract ideas, concretely, abstractly, and hypothetically.

##### PERFORMANCE INDICATOR

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



# PRESENTATIONAL COMMUNICATION

## PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

### NOVICE

#### PROFICIENCY BENCHMARK

**I can** present 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

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

##### NOVICE MID

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

##### NOVICE HIGH

**I can** present personal information about my life and activities, 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 using practiced or memorized words and phrases, with the help of gestures or visuals.

##### NOVICE MID

**I can** express my likes and dislikes on very familiar and everyday topics of interest, using a mixture 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 inform, describe, or 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 or visuals.

##### NOVICE MID

**I can** present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases and simple sentences.

##### NOVICE HIGH

**I can** present on familiar and everyday topics, using simple sentences most of the time.



**PRESENTATIONAL COMMUNICATION**  
 PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

**INTERMEDIATE**

PROFICIENCY BENCHMARK

**I can** communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.

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

PERFORMANCE INDICATORS

**INTERMEDIATE LOW**

**I can** present personal information about my life, activities and events, using simple sentences.

**INTERMEDIATE MID**

**I can** tell a story about my life, activities, events and other social experiences, using sentences and series of connected sentences.

**INTERMEDIATE HIGH**

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

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

PERFORMANCE INDICATORS

**INTERMEDIATE LOW**

**I can** express my preferences on familiar and everyday topics of interest and explain why I feel that way, using simple sentences.

**INTERMEDIATE MID**

**I can** state my viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences.

**INTERMEDIATE HIGH**

**I can** state my viewpoint on familiar or researched topics and provide reasons to support it, using a few short paragraphs, often across various time frames.

*How can I present information to inform, describe, or explain?*

PERFORMANCE INDICATORS

**INTERMEDIATE LOW**

**I can** present on familiar and everyday topics, using simple sentences.

**INTERMEDIATE MID**

**I can** give straightforward presentations on a variety of familiar topics and some concrete topics I have researched, using sentences and series of connected sentences.

**INTERMEDIATE HIGH**

**I can** give detailed presentations on a variety of familiar topics and some concrete topics I have researched, using a few short paragraphs, often across various time frames.



## PRESENTATIONAL COMMUNICATION

### PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

## ADVANCED

### PROFICIENCY BENCHMARK

**I can** deliver detailed and organized presentations on familiar as well as unfamiliar concrete topics, in paragraphs and using various time frames through spoken, written, or signed language.

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

### PERFORMANCE INDICATORS

#### ADVANCED LOW

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

#### ADVANCED MID

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

#### ADVANCED HIGH

**I can** give complex detailed narrations beyond the concrete, often addressing abstract experiences or hypothetical issues.

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

### PERFORMANCE INDICATORS

#### ADVANCED LOW

**I can** state a viewpoint with supporting evidence on some concrete academic, social and professional topics of interest using paragraphs across major time frames.

#### ADVANCED MID

**I can** present an argument with supporting evidence, based on a variety of concrete academic, social and professional topics of interest, using organized paragraphs across major time frames.

#### ADVANCED HIGH

**I can** clearly and accurately present an argument with supporting evidence on complex concrete issues, and often deal with related issues hypothetically.

*How can I present information to inform, describe, or explain?*

### PERFORMANCE INDICATORS

#### ADVANCED LOW

**I can** deliver presentations on some concrete academic, social and professional topics of interest, using paragraphs across major time frames.

#### ADVANCED MID

**I can** deliver detailed presentations and elaborate on a variety of concrete academic, social and professional topics of interest, using organized paragraphs across major time frames.

#### ADVANCED HIGH

**I can** deliver cohesive presentations on a variety of complex concrete topics related to community interests and some specialized fields, and often deal with related issues hypothetically.



## PRESENTATIONAL COMMUNICATION

### PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

#### SUPERIOR

##### PROFICIENCY BENCHMARK

**I can** deliver extended presentations on abstract or hypothetical issues and ideas ranging from broad general interests to my areas of specialized expertise, with precision of expression and to a wide variety of audiences, using spoken, written, or signed language.

#### DISTINGUISHED

##### PROFICIENCY BENCHMARK

**I can** deliver sophisticated and articulate presentations on a wide range of global issues and highly abstract concepts, fully 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 INDICATOR

**I can** present clearly-articulated, coherent and detailed narrations on complex, abstract issues and hypothetical issues.

##### 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.

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

##### PERFORMANCE INDICATOR

**I can** deliver a clearly articulated and well-structured argument, refute counterarguments, and give extensive supporting evidence on abstract or hypothetical issues and ideas, ranging from broad general interests to areas of specialized expertise.

##### PERFORMANCE INDICATOR

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

#### *How can I present information to inform, describe, or explain?*

##### PERFORMANCE INDICATOR

**I can** deliver clearly articulated and well-structured presentations to various audiences on abstract or hypothetical issues and ideas, ranging from broad general interests to areas of specialized expertise.

##### PERFORMANCE INDICATOR

**I can** deliver sophisticated presentations with accuracy, efficiency and effectiveness on global and highly abstract concepts in my field of expertise, adapting my language to the characteristics of the audience and embedding cultural perspectives.

## INTERCULTURAL COMMUNICATION

### PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS



#### NOVICE

#### INTERMEDIATE

	PROFICIENCY BENCHMARK	PROFICIENCY BENCHMARK
<b>INVESTIGATE</b> Investigate Products And Practices To Understand Cultural Perspectives	In my own and other cultures <b>I can</b> identify products and practices to help me understand perspectives.	In my own and other cultures <b>I can</b> make comparisons between products and practices to help me understand perspectives.

	PERFORMANCE INDICATORS	PERFORMANCE INDICATORS
<b>PRODUCTS</b>	In my own and other cultures <b>I can</b> identify some typical products related to familiar everyday life.	In my own and other cultures <b>I can</b> compare products related to everyday life and personal interests or studies.
<b>PRACTICES</b>	In my own and other cultures <b>I can</b> identify some typical practices related to familiar everyday life.	In my own and other cultures <b>I can</b> compare practices related to everyday life and personal interests or studies.



	PROFICIENCY BENCHMARK	PROFICIENCY BENCHMARK
<b>INTERACT</b> Interact With Others In And From Another Culture	<b>I can</b> interact at a survival level in some familiar everyday contexts.	<b>I can</b> interact at a functional level in some familiar contexts.

	PERFORMANCE INDICATORS	PERFORMANCE INDICATORS
<b>LANGUAGE</b>	<b>I can</b> communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness.	<b>I can</b> converse with peers from the target culture in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences.
<b>BEHAVIOR</b>	<b>I can</b> use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.	<b>I can</b> recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders.

## INTERCULTURAL COMMUNICATION

### PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

#### ADVANCED

#### SUPERIOR

#### DISTINGUISHED



INVESTIGATE

PROFICIENCY BENCHMARK	PROFICIENCY BENCHMARK	PROFICIENCY BENCHMARK
In my own and other cultures <b>I can</b> explain some diversity among products and practices and how it relates to perspectives.	In my own and other cultures <b>I can</b> suspend judgment while critically examining products, practices, and perspectives.	In my own and other cultures <b>I can</b> objectively evaluate products and practices and mediate perspectives.

PERFORMANCE INDICATORS	PERFORMANCE INDICATORS	PERFORMANCE INDICATORS
In my own and other cultures <b>I can</b> explain how a variety of products of public and personal interest are related to perspectives.	In my own and other cultures <b>I can</b> analyze how products of personal and public interest are related to perspectives.	In my own and other cultures <b>I can</b> evaluate a wide range of concrete and abstract products from different viewpoints.
In my own and other cultures <b>I can</b> explain how a variety of practices within familiar and social situations are related to perspectives.	In my own and other cultures <b>I can</b> analyze how practices within informal and formal situations are related to perspectives.	In my own and other cultures <b>I can</b> evaluate a wide range of concrete and abstract practices from different viewpoints.

PRODUCTS

PRACTICES



INTERACT

PROFICIENCY BENCHMARK	PROFICIENCY BENCHMARK	PROFICIENCY BENCHMARK
<b>I can</b> interact at a competent level in familiar and some unfamiliar contexts.	<b>I can</b> interact in complex situations to ensure a shared understanding of culture.	<b>I can</b> engage with complexity and pluricultural identities and serve as a mediator between and among cultures.

PERFORMANCE INDICATORS	PERFORMANCE INDICATORS	PERFORMANCE INDICATORS
<b>I can</b> converse comfortably with others from the target culture in familiar and some unfamiliar situations and show some understanding of cultural differences.	<b>I can</b> suspend judgement, adapt my language, and make appropriate cultural references when interacting with others from the target culture in social and professional situations.	<b>I can</b> show empathy and cultural sophistication in my language when interacting in social, academic or professional situations with others from the target culture.
<b>I can</b> demonstrate awareness of subtle differences among cultural behaviors and adjust my behavior accordingly in familiar and some unfamiliar situations.	<b>I can</b> adhere to basic social and professional norms and etiquette, read nonverbal cues and adjust my behavior in complicated situations.	<b>I can</b> transition smoothly from formal to informal styles of behavior, respond effectively to nonverbal cues and mediate situations of cultural misunderstanding with empathy.

LANGUAGE

BEHAVIOR