

# NCSSFL-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

#### 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

#### 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

### 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

#### 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



# INTERPRETIVE COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

## 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.

### 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 texts about comparative religious philosophies.
- 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: 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 a speaker's double entendres in a monologue.
- I can** understand the historical inferences in a movie.
- I can** understand the political agenda in a live or recorded lecture.
- I can** understand satirical humor in a comedy routine.
- I can** understand shades of meaning when listening to politically-charged songs.

### EXAMPLES: Spoken, Viewed or Signed

- I can...** *(customize with specific content).*
- I can** understand the arguments in an international policy debate.
- I can** follow original historical language in classical theatre.
- I can** understand the cultural references and allusions in 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 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; 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.



# INTERPRETIVE COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

## 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 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.

### 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 an historical fiction novel.
- I can** follow the complex interactions that led to a protagonist's downfall.

### 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 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.

### 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 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; 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.



# INTERPRETIVE COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

## 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.

*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.

### 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 Wiki white paper draft.
- I can** understand an online conversation about the intended and unintended impact of WikiLeaks.

### 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 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.

### PERFORMANCE INDICATOR

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

### 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 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; 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.





# 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

**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.

### 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 ethnic 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 the artist's 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.

## 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 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.

### 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 foreign company interests me and should hire me.
- I can** participate in financial discussions to increase an organization's revenue.

### 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** 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.

### 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 the target 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.



# 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 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.

### 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 third World access to technology.



# PRESENTATIONAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

## 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 INDICATORS

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

### PERFORMANCE INDICATORS

**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.

### 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, in my own and other cultures
- 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, in my own and other cultures
- 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, in my own and other cultures
- 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, in my own and other cultures.
- 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 the target culture audience, incorporating appropriate culturally and historically authentic references.



# PRESENTATIONAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

## 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 give a preference, opinion or persuasive argument?*

### PERFORMANCE INDICATORS

**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 INDICATORS

**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.

### 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 the target culture 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 the target culture.
- I can** write an editorial advocating for the target culture 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** 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 inform, describe, or explain?*

### PERFORMANCE INDICATORS

**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 INDICATORS

**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.

### 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, in my own and other cultures.
- I can** present extensively on a concept or trend in my field of specialization, such as in a TEDTalk.
- 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 in my own and other cultures.
- 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, in my own and other cultures
- 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 in my own and other cultures.
- 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.



## INTERCULTURAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

### SUPERIOR

<b>INVESTIGATE</b>  Investigate Products And Practices To Understand Cultural Perspectives	PROFICIENCY BENCHMARK	
	In my own and other cultures <b>I can</b> suspend judgment while critically examining products, practices, and perspectives.	
	PERFORMANCE INDICATORS	
	<b>PRODUCTS</b>	In my own and other cultures <b>I can</b> analyze how products of personal and public interest are related to perspectives.
	<b>PRACTICES</b>	In my own and other cultures <b>I can</b> analyze how practices within informal and formal situations are related to perspectives.
<b>INTERACT</b>  Interact With Others In And From Another Culture	PROFICIENCY BENCHMARK	
	<b>I can</b> interact in complex situations to ensure a shared understanding of culture.	
	PERFORMANCE INDICATORS	
	<b>LANGUAGE</b>	<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>BEHAVIOR</b>	<b>I can</b> adhere to basic social and professional norms and etiquette, read nonverbal cues and adjust my behavior in complicated situations.

### EXAMPLES: Linking Investigation and Interaction

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

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



# INTERCULTURAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

## SUPERIOR

<b>INVESTIGATE</b>  Investigate Products And Practices To Understand Cultural Perspectives	PROFICIENCY BENCHMARK	
	In my own and other cultures <b>I can</b> suspend judgment while critically examining products, practices, and perspectives.	
	PERFORMANCE INDICATORS	
	<b>PRODUCTS</b>	In my own and other cultures <b>I can</b> analyze how products of personal and public interest are related to perspectives.
	<b>PRACTICES</b>	In my own and other cultures <b>I can</b> analyze how practices within informal and formal situations are related to perspectives.
<b>INTERACT</b>  Interact With Others In And From Another Culture	PROFICIENCY BENCHMARK	
	<b>I can</b> interact in complex situations to ensure a shared understanding of culture.	
	PERFORMANCE INDICATORS	
	<b>LANGUAGE</b>	<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>BEHAVIOR</b>	<b>I can</b> adhere to basic social and professional norms and etiquette, read nonverbal cues and adjust my behavior in complicated situations.

### EXAMPLES: Linking Investigation and Interaction

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

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





# INTERCULTURAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

## DISTINGUISHED

<b>INVESTIGATE</b>  Investigate Products And Practices To Understand Cultural Perspectives	PROFICIENCY BENCHMARK	
	In my own and other cultures <b>I can</b> objectively evaluate products and practices and mediate perspectives.	
	PERFORMANCE INDICATORS	
	<b>PRODUCTS</b>	In my own and other cultures <b>I can</b> evaluate a wide range of concrete and abstract products from different viewpoints.
	<b>PRACTICES</b>	In my own and other cultures <b>I can</b> evaluate a wide range of concrete and abstract practices from different viewpoints.
<b>INTERACT</b>  Interact With Others In And From Another Culture	PROFICIENCY BENCHMARK	
	<b>I can</b> engage with complexity and pluricultural identities and serve as a mediator between and among cultures.	
	PERFORMANCE INDICATORS	
	<b>LANGUAGE</b>	<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>BEHAVIOR</b>	<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.

### EXAMPLES: Linking Investigation and Interaction

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

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



# INTERCULTURAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

## DISTINGUISHED

<b>INVESTIGATE</b>  Investigate Products And Practices To Understand Cultural Perspectives	PROFICIENCY BENCHMARK	
	In my own and other cultures <b>I can</b> objectively evaluate products and practices and mediate perspectives.	
	PERFORMANCE INDICATORS	
	<b>PRODUCTS</b>	In my own and other cultures <b>I can</b> evaluate a wide range of concrete and abstract products from different viewpoints.
	<b>PRACTICES</b>	In my own and other cultures <b>I can</b> evaluate a wide range of concrete and abstract practices from different viewpoints.
<b>INTERACT</b>  Interact With Others In And From Another Culture	PROFICIENCY BENCHMARK	
	<b>I can</b> engage with complexity and pluricultural identities and serve as a mediator between and among cultures.	
	PERFORMANCE INDICATORS	
	<b>LANGUAGE</b>	<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>BEHAVIOR</b>	<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.

### EXAMPLES: Linking Investigation and Interaction

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

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