



INTERMEDIATE - ADVANCED

**NCSSFL-ACTFL
CAN-DO STATEMENTS FOR COMMUNICATION
2017**

How Do Learners and Educators Use the Can-Do Statements?




Goal Setting	Language learners use the Can-Do Statements to set their own learning goals, document their progress, and self-assess and reflect on their learning.
Proficiency vs Performance	<p>Proficiency is what one can consistently do with language in unrehearsed, spontaneous and real-life contexts with native speakers over a sustained period of time.</p> <p>Performance is what one can do with language in practiced or familiar learning contexts. Performance can serve as a bridge to proficiency.</p>
Proficiency Benchmarks	Benchmarks are long-term proficiency goals for learners, across the three modes of Interpretive, Interpersonal and Presentational Communication. Benchmarks can be used by educators to establish course outcomes.
Performance Indicators	<p>Indicators are steps for learners to chart their performance and their progress toward meeting language proficiency goals.</p> <p>Indicators can help inform the creation of units by educators.</p>
Intercultural Can-Do Statements	Intercultural Can-Do statements show how learners use the target language and knowledge of culture to demonstrate Intercultural Competence.
Examples	<p>Examples provide evidence of real-life consistent language performance over time, or can inform the creation of lessons or learning activities.</p> <p><i>This is not a checklist to complete</i>, but rather examples that will be elaborated and built upon by individual learners or educators.</p>
<i>"I can...(customize)"</i>	Customizable examples allow learners or educators to create their own samples of language performance, aligned to their learning content or context and the targeted proficiency level.
Language Progression Examples	Progression examples show how to build a learning activity from Novice through Distinguished performance levels.



Can-Do Statements for Communication – Proficiency Benchmarks




NOVICE	INTERMEDIATE	ADVANCED	SUPERIOR	DISTINGUISHED
Interpretive	Interpretive	Interpretive	Interpretive	Interpretive
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.	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.	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.	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.	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.
Interpersonal	Interpersonal	Interpersonal	Interpersonal	Interpersonal
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.	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.	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.	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.	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.
Presentational	Presentational	Presentational	Presentational	Presentational
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.	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.	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.	I can deliver extended presentations on hypothetical or abstract 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.	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.

  	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid
What can I understand, interpret or analyze in authentic informational texts that I hear, view, read?	I can identify the topic and related information from simple sentences in short informational texts.	I can understand the main idea and key information in short straightforward informational texts.	I can usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph length informational texts.	I can identify the underlying message and some supporting details across major time frames in descriptive informational texts.	I can understand the underlying message and most supporting details across major time frames in descriptive informational texts.
What can I understand, interpret or analyze in authentic fictional texts that I hear, view, read?	I can identify the topic and related information from simple sentences in short fictional texts.	I can understand the main idea and key information in short straightforward fictional texts.	I can usually follow the main story and actions expressed in various timeframes in paragraph-length fictional texts.	I can follow the main story and some supporting details across major time frames in fictional texts.	I can follow the main story and most supporting details across major time frames in fictional texts.
What can I understand, interpret or analyze in conversations in which I'm not a participant?	I can identify the main idea in short conversations.	I can identify the main idea and key information in short straightforward conversations.	I can usually understand the main idea and flow of events expressed in various timeframes in conversations and discussions.	I can understand the main message and some supporting details across major time frames in conversations and discussions.	I can understand the main message and most supporting details across major time frames in conversations and discussions.
How can I investigate products and practices to understand perspectives?	In my own and other cultures I can compare products related to everyday life and personal interests or studies. In my own and other cultures I can compare practices related to everyday life and personal interests or studies.			In my own and other cultures I can explain how a variety of products of public and personal interest are related to perspectives. In my own and other cultures I can explain how a variety of practices within familiar and social situations are related to perspectives.	
How can I use my language and behavior to interact with others in and from another culture?	I can converse with peers from the target culture in familiar situations at school, work or play and show interest in basic cultural similarities and differences. I can recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders.			I can converse comfortably with others from the target culture in familiar and some unfamiliar situations and show some understanding of cultural differences. I can demonstrate awareness of subtle differences among cultural behaviors and adjust my behavior accordingly in familiar and some unfamiliar situations.	

* Note: Additional factors and strategies may impact how learners make meaning from texts that they hear, view or read: text complexity or length, familiarity with topic, background knowledge, prior literacy skills, using context clues, making inferences, etc. An Interpretive Task template and rubric can be found [here](#).



	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid
<p>How can I exchange information and ideas in conversations?</p>	<p>I can request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions.</p>	<p>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.</p>	<p>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 form paragraphs and a variety of questions, often across various time frames.</p>	<p>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.</p>	<p>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.</p>
<p>How can I meet my needs or address situations in conversations?</p>	<p>I can interact with others to meet my basic needs in familiar situations by creating simple sentences and asking appropriate follow-up questions.</p>	<p>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.</p>	<p>I can interact with others to meet my needs in a variety of situations, sometimes involving a complication, using connected sentences that may form paragraphs and asking a variety of questions often across various timeframes.</p>	<p>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.</p>	<p>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.</p>
<p>How can I express, react to and support preferences and opinions in conversations?</p>	<p>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.</p>	<p>I can exchange preferences, feelings or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and a variety of follow-up questions.</p>	<p>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 form paragraphs and asking a variety of questions, often across various time frames.</p>	<p>I can maintain conversations by providing explanations and comparisons of opinions, preferences and advice on familiar and concrete academic and social topics using a few simple paragraphs across major time frames.</p>	<p>I can maintain extended conversations by supporting, reacting to and comparing opinions and preferences and expressing advice and emotions in detail across major time frames, and by asking probing questions.</p>
<p>How can I investigate products and practices to understand perspectives?</p>	<p>In my own and other cultures I can compare products related to everyday life and personal interests or studies.</p> <p>In my own and other cultures I can compare practices related to everyday life and personal interests or studies.</p>			<p>In my own and other cultures I can explain how a variety of products of public and personal interest are related to perspectives.</p> <p>In my own and other cultures I can explain how a variety of practices within familiar and social situations are related to perspectives.</p>	
<p>How can I use my language and behavior to interact with others in and from another culture?</p>	<p>I can converse with peers from the target culture in familiar situations at school, work or play and show interest in basic cultural similarities and differences.</p> <p>I can recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders.</p>			<p>I can converse comfortably with others from the target culture in familiar and some unfamiliar situations and show some understanding of cultural differences.</p> <p>I can demonstrate awareness of subtle differences among cultural behaviors and adjust my behavior accordingly in familiar and some unfamiliar situations.</p>	



	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid
<p>How can I present information to narrate about my life, experiences and events?</p>	<p>I can present personal information about my life, activities and events, using simple sentences.</p>	<p>I can tell a story about my life, activities, events and other social experiences, using sentences and series of connected sentences.</p>	<p>I can tell stories about school and community events and personal experiences, using a few short paragraphs, often across various time frames.</p>	<p>I can tell stories about school and community events and personal experiences, using paragraphs across major time frames.</p>	<p>I can tell stories based on concrete experiences in academic, social and professional topics of interest, using organized paragraphs across major frames.</p>
<p>How can I present information to give a preference, opinion or persuasive argument?</p>	<p>I can express my preferences on familiar and everyday topics of interest and explain why I feel that way, using simple sentences.</p>	<p>I can state my viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences.</p>	<p>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.</p>	<p>I can state a viewpoint with supporting evidence on some concrete academic, social and professional topics of interest using paragraphs across major time frames.</p>	<p>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.</p>
<p>How can I present information to inform, describe or explain?</p>	<p>I can present on familiar and everyday topics, using simple sentences.</p>	<p>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.</p>	<p>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.</p>	<p>I can deliver presentations on some concrete academic, social and professional topics of interest, using paragraphs across major time frames.</p>	<p>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.</p>
<p>How can I investigate products and practices to understand perspectives?</p>	<p>In my own and other cultures I can compare products related to everyday life and personal interests or studies.</p> <p>In my own and other cultures I can compare practices related to everyday life and personal interests or studies.</p>			<p>In my own and other cultures I can explain how a variety of products of public and personal interest are related to perspectives.</p> <p>In my own and other cultures I can explain how a variety of practices within familiar and social situations are related to perspectives.</p>	
<p>How can I use my language and behavior to interact with others in and from another culture?</p>	<p>I can converse with peers from the target culture in familiar situations at school, work or play and show interest in basic cultural similarities and differences.</p> <p>I can recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders.</p>			<p>I can converse comfortably with others from the target culture in familiar and some unfamiliar situations and show some understanding of cultural differences.</p> <p>I can demonstrate awareness of subtle differences among cultural behaviors and adjust my behavior accordingly in familiar and some unfamiliar situations.</p>	



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.

Performance Indicators		
What can I understand, interpret or analyze in authentic <u>informational texts</u> I hear, view or read?		
Intermediate Low	Intermediate Mid	Intermediate High
I can identify the topic and related information from simple sentences in short informational texts.	I can understand the main idea and key information in short straightforward informational texts.	I can usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph length informational texts.
Listening and Viewing Examples		
<ul style="list-style-type: none"> ▪ I can...<i>(customize)</i> ▪ I can follow simple cooking directions from a YouTube video. ▪ I can understand a voicemail reminding me of the details of an appointment. ▪ I can understand an announcement about a lost child in a store. ▪ I can understand simple questions about a scientific or other process. ▪ I can understand a broadcaster's questions to participants in a political demonstration. 	<ul style="list-style-type: none"> ▪ I can...<i>(customize)</i> ▪ I can understand a speaker's description of how his/her family celebrates a holiday. ▪ I can identify the order of key events from a simple story read aloud. ▪ I can understand an everyday action movie scene. ▪ I can understand some basic facts reported by a witness regarding an accident. ▪ I can understand live or recorded introductions and descriptions by students from a partner school. 	<ul style="list-style-type: none"> ▪ I can...<i>(customize)</i> ▪ I can understand the recorded descriptions of avatars in a new video game. ▪ I can understand directions to a familiar location. ▪ I can understand some points of a lecture on a common environmental issue. ▪ I can follow the major events of a traveler's experience narrated in a radio report. ▪ I can follow the master of ceremonies' congratulations and simple general comments at a special event.
Reading Examples		
<ul style="list-style-type: none"> ▪ I can...<i>(customize)</i> ▪ I can understand some information on job postings. ▪ I can understand a text message from a friend about an assignment. ▪ I can understand recipe recommendations on a food package. ▪ I can understand a message on social media post. ▪ I can understand the scheduled events of a day at summer camp. 	<ul style="list-style-type: none"> ▪ I can...<i>(customize)</i> ▪ I can understand the basic requirements for a career as described on a brochure. ▪ I can understand the personal messages exchanged in an online forum. ▪ I can understand what is asked for on a simple questionnaire in a popular magazine. ▪ I can understand product information in an ad. ▪ I can understand essential information in a feature story in a magazine. 	<ul style="list-style-type: none"> ▪ I can...<i>(customize)</i> ▪ I can understand information provided in a travel guide about a historical site. ▪ I can understand website descriptions of a Peace Corps volunteer's daily life. ▪ I can follow directions to do an experiment. ▪ I can understand the basic instructions for playing a video game. ▪ I can understand the main points of a blogger's posts and responses.

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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.

Performance Indicators	What can I understand, interpret or analyze in authentic <u>fictional texts</u> I hear, view or read?		
Intermediate Low	Intermediate Mid	Intermediate High	
I can identify the topic and related information from simple sentences in short fictional texts.	I can understand the main idea and key information in short straightforward fictional texts.	I can usually follow the main story and actions expressed in various timeframes in paragraph-length fictional texts.	
Listening and Viewing Examples			
<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can identify some specific, predictable actions from a segment of an audio book. ▪ I can identify some major events in a recorded children's story. ▪ I can understand a few lines in a song. ▪ I can select a book that matches my interests based on an online radio streamed book review. ▪ I can identify the pattern of rhymes in a nursery rhyme or poem. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can identify the beginning, middle and end of an audio short story. ▪ I can identify the main conflict in a live production. ▪ I can understand the motives of the antagonist in a thriller. ▪ I can identify the main idea and of a simple poem at a poetry slam. ▪ I can understand the meaning of the refrain of a simple song. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can identify the sequence of events in a story. ▪ I can identify the main emotion described in the lyrics of a song. ▪ I can follow the main plot of a musical production. ▪ I can understand the characteristics of heroes described in an oral urban legend. ▪ I can understand most of what is said in a conversation among characters in a familiar play. 	
Reading Examples			
<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can identify some specific, predictable actions in an excerpt from a graphic novel. ▪ I can identify some major events in a children's storybook. ▪ I can understand a few lines in a song. ▪ I can select a book that matches my interests from an online description. ▪ I can identify the topic of a poem and a few related details. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can identify the beginning, middle and end of a short story. ▪ I can identify the main conflict in a play. ▪ I can understand where a scene takes place based on its description. ▪ I can identify the main idea and theme of a simple poem. ▪ I can understand the refrain of a song. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can identify the sequence of events in a story with a plot twist. ▪ I can identify the main emotion described in the lyrics of a song. ▪ I can follow the main plot of a detective story. ▪ I can understand the characteristics of heroes in a folk legend. ▪ I can understand most of what is said in a conversation among characters in a play. 	

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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.

Performance Indicators What can I understand, interpret or analyze in <u>conversations and discussions</u> in which I'm not a participant?		
Intermediate Low	Intermediate Mid	Intermediate High
I can identify the main idea in short conversations.	I can identify the main idea and key information in short straightforward conversations.	I can usually understand the main idea and flow of events expressed in various timeframes in conversations and discussions.
Listening and Viewing Examples		
<ul style="list-style-type: none"> ▪ I can...<i>(customize)</i> ▪ I can understand the place, time, and purpose that someone mentions in an invitation. ▪ I can follow a conversation friends have about what they are wearing for an occasion. ▪ I can understand diners discussing what to order at a restaurant. ▪ I can understand the purpose of a message of a recorded e-card greeting. ▪ I can understand someone's comments about a friend's date. 	<ul style="list-style-type: none"> ▪ I can...<i>(customize)</i> ▪ I can understand basic questions or statements during a video conference with peers. ▪ I can understand conversations by students in a partner school during a Skype call. ▪ I can understand a conversation by peers talking about a local event. ▪ I can understand a conversation in which speakers are making a decision for a collaborative project. ▪ I can understand a conversation about the cost and availability of an item between a customer and salesperson. 	<ul style="list-style-type: none"> ▪ I can...<i>(customize)</i> ▪ I can understand an interview between a student reporter and foreign visitors about activities they have done and are planning to do while in town. ▪ I can understand broadcasters discussing severe weather warnings. ▪ I can understand a conversation between two friends discussing last weekend's activities. ▪ I can understand simple questions posed in an interview of a celebrity. ▪ I can understand the main points of an argument between people in a public place.
Reading Examples		
<ul style="list-style-type: none"> ▪ I can...<i>(customize)</i> ▪ I can understand the place, time, and purpose of a meeting discussed in online personal messages. ▪ I can follow text messages among friends about what to wear for an occasion. ▪ I can understand blog responses to questions about recommendations for a restaurant. ▪ I can understand the purpose of personal messages on an e-card greeting. 	<ul style="list-style-type: none"> ▪ I can...<i>(customize)</i> ▪ I can understand basic questions or statements exchanged during a video conference. ▪ I can understand questions about free-time activities posted by students on a partner school's wiki. ▪ I can understand a virtual chat between a customer service representative and a customer. ▪ I can understand survey responses to open-ended questions about what one looks for in a friend. 	<ul style="list-style-type: none"> ▪ I can...<i>(customize)</i> ▪ I can understand an interview between a celebrity and a teen reporter in a publication. ▪ I can understand a text conversation between two friends discussing what they did last weekend. ▪ I can understand the main points of an argument between people in a blog posting. ▪ I can understand a written apology where someone explains why s/he couldn't attend a party.

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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.

Performance Indicators	How can I <u>exchange information and ideas</u> in conversations?		
Intermediate Low	Intermediate Mid	Intermediate High	
I can request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions.	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.	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.	
Listening/Speaking and Signing Examples			
<ul style="list-style-type: none"> ▪ I can...<i>(customize)</i> ▪ I can exchange information to decide which type of transportation is best to utilize. ▪ I can exchange information about the types of music and movies people prefer. ▪ I can participate in a conversation to compare classes and sports with peers at a partner school. ▪ I can participate in a conversation with my partner about building a model for a project. ▪ I can exchange information to plan a picnic with a group of friends. 	<ul style="list-style-type: none"> ▪ I can...<i>(customize)</i> ▪ I can exchange information to create a poster to promote recycling and the benefits of it. ▪ I can participate in a conversation with someone about ways to save energy or money. ▪ I can exchange information to perform the stages of a science experiment. ▪ I can participate in a conversation with a partner to identify the information we need to plan a trip. ▪ I can participate in a conversation to learn about a service learning project. 	<ul style="list-style-type: none"> ▪ I can...<i>(customize)</i> ▪ I can participate in a conversation to support or reject a proposed school policy. ▪ I can exchange ideas on different options after graduation. ▪ I can compare reactions with a peer about a recent lecture. ▪ I can discuss information about career pathways. ▪ I can participate in conversations to compare and contrast community service or volunteer opportunities with someone from a different country. 	
Reading/Writing Examples			
<ul style="list-style-type: none"> ▪ I can...<i>(customize)</i> ▪ I can exchange texts with a friend to provide directions to get to my house. ▪ I can exchange text messages with my friend to suggest an activity for this weekend. ▪ I can post my reaction to my friend's tweet about a concert he attended. ▪ I can exchange texts with someone to get advice about what to buy a mutual friend for a birthday present. 	<ul style="list-style-type: none"> ▪ I can...<i>(customize)</i> ▪ I can exchange information in an online forum about how I celebrate my national holiday. ▪ I can compare different mapping apps with people in a blog. ▪ I can respond to other people's posts about ways to stay healthy. ▪ I can exchange blog posts about raising money for a cause. 	<ul style="list-style-type: none"> ▪ I can...<i>(customize)</i> ▪ I can participate in a chat to discuss the importance of learning another language. ▪ I can communicate online with peers in another culture to support a service learning project. ▪ I can exchange e-mail with a friend to share pros and cons of each dorm building on my campus. ▪ I can exchange ideas for a collaborative project in an online news group. 	



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.

Performance Indicators	How can I <u>meet my needs or address situations</u> in conversations?		
Intermediate Low	Intermediate Mid	Intermediate High	
<p>I can interact with others to meet my basic needs in familiar situations by creating simple sentences and asking appropriate follow-up questions.</p>	<p>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.</p>	<p>I can interact with others to meet my needs in a variety of situations, sometimes involving a complication, using connected sentences that may form paragraphs and asking a variety of questions, often across various timeframes.</p>	
Listening/Speaking and Signing Examples			
<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can interact to arrange a meeting. ▪ I can make a hotel reservation by phone. ▪ I can interact with the waiter to order a meal at a restaurant ▪ I can interact to ask for clarification by asking specific questions. ▪ I can interact with others to ask for restaurant recommendations. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can interact with the pharmacist to get the proper medicine. ▪ I can interact to request a repair service for a broken appliance. ▪ I can interact to schedule an appointment in a hair salon and say what I need. ▪ I can interact to inquire about membership to a fitness club. ▪ I can interact with my friends to plan an ideal date. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can talk with an airline representative to make the necessary changes to an already-ticketed flight. ▪ I can interact to schedule a make-up exam. ▪ I can negotiate the exchange of an item I have purchased in a store for another style. ▪ I can interact with the police officer to explain why I was speeding. ▪ I can interact with my e-Pal to come up with various options for a class outing depending on the weather. 	
Reading/Writing Examples			
<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can interact online to get help related to an assignment. ▪ I can interact with a study abroad advisor online to select the type of housing that best fits my needs. ▪ I can exchange messages to ask for a substitution for an online food order. ▪ I can interact online with a hotel agent to inquire about their pet policy. ▪ I can interact with potential buyers to answer questions about the item I am selling on eBay. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can interact online with peers in another culture to finalize plans for hosting them in my community. ▪ I can exchange comments related to my edits on a friend's draft composition. ▪ I can exchange messages with my host family to learn about each other's daily routines, chores and house rules. ▪ I can exchange messages with my teacher to request an extension due to an unforeseen personal matter. ▪ I can exchange messages with a travel agent to switch my flight date and destination. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can interact with an advisor in another culture online to select courses matching my academic goals. ▪ I can exchange details with my wedding planner about my preferences for the ceremony and reception. ▪ I can chat online with a customer service representative to resolve an incorrect bill. ▪ I can exchange messages with the hotel receptionist to cancel my reservation and request to forgo the cancellation fee. ▪ I can respond to a series of inquiries from a potential employer as part of my application for a job. 	



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.

Performance Indicators	How can I express, react to and support preferences and opinions in conversations?		
Intermediate Low	Intermediate Mid	Intermediate High	
<p>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.</p>	<p>I can exchange preferences, opinions or feelings and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and asking a variety of follow-up questions.</p>	<p>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 form paragraphs and asking a variety of questions, often across various time frames.</p>	
Listening/Speaking and Signing Examples			
<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can interact to plan a hiking trip with friends asking each one what they would like to do. ▪ I can have a conversation with others to determine how we should plan to spend our spring break. ▪ I can interact to share ideas with others about how to celebrate a friend's birthday. ▪ I can interact with my partner to discuss some reasons for our science experiment results. ▪ I can interact to share ideas about where I would prefer to live and why. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can exchange opinions related to dating practices in other countries and provide reasons for my opinion. ▪ I can exchange opinions on organic vs. non-organic food. ▪ I can exchange opinions about movies and express whether the book or the movie is better. ▪ I can exchange ideas about sports in schools in the U.S. vs other countries. ▪ I can exchange opinions about the length of the school day or work week. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can exchange opinions on a school policy and give reasons for why it should be changed. ▪ I can exchange opinions about the use of personal devices at school. ▪ I can outline positive and negative environmental practices in a conversation with city council. ▪ I can exchange advice on how to be a successful learner. ▪ I can exchange opinions about the ways we use social media in our personal, school or work lives. 	
Reading/Writing Examples			
<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can exchange text messages sharing reactions to something happening in my community. ▪ I can exchange descriptions with my e-Pal to agree on the best places to hike or camp in the U.S. ▪ I can exchange online opinions in reaction to an article about the best places to visit in my region. ▪ I can exchange advice with another online player on winning moves in a video or online game. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can participate in an online discussion about what kind of diet is best. ▪ I can exchange opinions on a discussion board about which nominee deserves an award and why. ▪ I can post a positive book review in response to a negative one. ▪ I can participate in a fitness forum about staying fit without joining a gym. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can justify opinions about current trends in music in an online conversation. ▪ I can exchange opinions about a product on a company's website and say why or why not to buy it. ▪ I can exchange posts that provide specific and detailed feedback on a peer's draft for an article. ▪ I can add my advice about dating "dos and don'ts" onto an online blog. 	



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.

Performance Indicators	How can I present information to <u>narrate about my life, experiences and events?</u>		
Intermediate Low	Intermediate Mid	Intermediate High	
<p>I can present personal information about my life, activities and events, using simple sentences.</p>	<p>I can tell a story about my life, activities, events and other social experiences, using sentences and series of connected sentences.</p>	<p>I can tell stories about school and community events and personal experiences, using a few short paragraphs, often across various time frames.</p>	
Speaking and Signing Examples			
<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can make simple comparisons of a variety of people, including friends and family members. ▪ I can describe what I want or need to do on a particular day. ▪ I can describe what I plan to do next in my school or work life. ▪ I can retell a story that I've read or heard. ▪ I can tell the steps of an experiment I conducted. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can describe my plans for an upcoming family or social event. ▪ I can talk about an experience related to my hobbies or activities. ▪ I can tell a simple story about a recent project I did. ▪ I can tell a simple story about a childhood memory or a recent family trip or event. ▪ I can describe plans for an upcoming work experience. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can present a comparison between the roles of family members in my own and other cultures. ▪ I can tell what happened at a social event that I attended. ▪ I can give a short speech about goals for the future of my club or organization. ▪ I can present a series of simple predictions about consequences of an environmental practice. ▪ I can present my hypothesis about what will happen in an experiment and provide supporting information. 	
Writing Examples			
<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can write a description of the physical appearance and personality of a friend or family member. ▪ I can write about my role in a simple school or work routine. ▪ I can write my plans for an upcoming holiday, vacation or a typical celebration. ▪ I can write about events that took place at school, in a workplace or in a place I have visited. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can write my plans for an upcoming family or social event. ▪ I can write about an experience related to my lifestyle or interests for a discussion board posting. ▪ I can write a simple story about a recent trip, project or childhood memory. ▪ I can write about personal, academic or professional goals for a college or job application. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can write a comparison of the roles of family members, in my own and other cultures. ▪ I can write a series of steps needed to complete a task, such as for a community event or fundraiser. ▪ I can write a description of an event that I participated in or witnessed for a newsletter. ▪ I can write a series of simple predictions about consequences of a particular action or practice for a community or school blog. 	



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.

Performance Indicators	How can I present information to <u>give a preference, opinion or persuasive argument?</u>		
Intermediate Low	Intermediate Mid	Intermediate High	
<p>I can express my preferences on familiar and everyday topics of interest and explain why I feel that way, using simple sentences</p>	<p>I can state my viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences.</p>	<p>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.</p>	
<p>Speaking and Signing Examples</p>			
<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can give a series of reasons why an art or music style is appealing to me. ▪ I can give a presentation recommending something I like, such as a movie, television show, famous athlete, celebrity or historical figure. ▪ I can give a series of reasons why a book I've read was appealing to me. ▪ I can create and present a simple advertisement for a product or service. ▪ I can present a series of statements supporting my hypothesis about a science concept. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can present a review of an artwork or song and give specific reasons to support my point of view. ▪ I can give a presentation about a famous person or historical figure and give basic points about the merits of their contributions. ▪ I can present basic points and support my position on common issues such as allowances for children, curfews for teenagers or budget-related topics. ▪ I can present the basic facts of a current event and give specific reasons to support my opinion of the event, using evidence I have researched. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can give a presentation about similarities and differences between art or music festivals in my own and other cultures. ▪ I can present my reactions to a current event and explain what led to the event being in the news. ▪ I can create and present a public service announcement describing a problem and advocating for change. ▪ I can make a persuasive presentation to explain why one should revisit a store or restaurant that is under new ownership. 	
<p>Writing Examples</p>			
<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can write to explain why others should read a book I enjoyed, citing specific reasons. ▪ I can write a recommendation of a website and give reasons why others might find it useful. ▪ I can provide a simple description of a field trip in an effort to persuade others to participate in the future. ▪ I can create a simple written or graphic ad to encourage someone to purchase a product or service. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can write a short autobiographical statement for an application for a study abroad program or job. ▪ I can write a simple review of a movie, book, play or exhibit. ▪ I can share my point of view about a cause I'm interested in and reasons to support it ▪ I can write a short opinion statement about a current event I have learned about or researched. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can write a summary of a social media story and share my and others' opinions about it. ▪ I can write a brief statement outlining the key points of my opinion on topics in my community. ▪ I can create an infographic describing the benefits of joining an organization. ▪ I can write advice to younger learners about why to learn an additional language. 	



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.

Performance Indicators	How can I present information to <u>inform, describe or explain?</u>		
Intermediate Low	Intermediate Mid	Intermediate High	
<p>I can present on familiar and everyday topics, using simple sentences.</p>	<p>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.</p>	<p>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.</p>	
<p>Speaking and Signing Examples</p>			
<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can describe a school or workplace. ▪ I can present a brief summary of something from a book I've read. ▪ I can state multi-step instructions for completing a process, such as preparing a recipe. ▪ I can briefly summarize or retell a story. ▪ I can give a description of a place I have visited or want to visit. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can create an online video about my school or workplace. ▪ I can present a brief outline of a current or past event. ▪ I can present about a topic from an academic subject, such as science, math, art, etc. ▪ I can describe how to plan and carry out an event in the target culture, such as a party or celebration. ▪ I can give a brief history of a famous person, landmark or cultural event. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can compare school environments and curricula to determine what is valued in my own and other cultures. ▪ I can explain the series of steps taken to complete a task or experiment and describe the results. ▪ I can leave a voicemail for someone who was absent explaining what took place in class or on the job. ▪ I can present my qualifications and goals for an academic program, training or job. ▪ I can make a presentation about the history and current status of a school, organization or company. 	
<p>Writing Examples</p>			
<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can develop a simple survey for my peers, about my school or another topic. ▪ I can write basic instructions on how to make or do something. ▪ I can write questions to obtain additional information about something I read online. ▪ I can write an outline or draft of a presentation that I plan to present orally, such as a profile of a celebrity or historical figure. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can write an announcement for the school newspaper or a work newsletter. ▪ I can write a short report about a topic I have learned about or researched on the job or in school. ▪ I can write an email or memo to explain or clarify something that has happened or will happen. ▪ I can compose a simple letter, response or article for a publication. ▪ I can write the minutes or a debrief of a meeting. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can write a comparison of school or learning environments and curricula to determine what is valued in my own and other cultures. ▪ I can compose communications for public distribution about the status of an ongoing event. ▪ I can summarize in email what's been happening in my community for someone who is new or has been away. ▪ I can summarize in writing a conversation or interview that I had with someone. 	

Language Progression Examples

Interpretive

Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid	Advanced High	Superior	Distinguished
I can recognize a few individual written words in the title of a short story.	I can identify some phrases describing a character in a short story.	I can identify the topic of a short story.	I can identify some specific, predictable actions in an excerpt from a short story.	I can identify the beginning, middle, and end of a short story.	I can identify the sequence of events in a story with a plot twist.	I can understand the moral lesson expressed in a fable.	I can follow the chronology of a novel's plot.	I can infer the relationships among characters in a novel based on their actions.	I can follow the complex interactions that led to a protagonist's downfall in a novel.	I can understand rhetorical techniques an author uses to tailor writing to a particular audience.

Interpersonal

Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid	Advanced High	Superior	Distinguished
I can introduce myself on an online site.	I can respond to an online message asking the due date for a homework assignment.	I can interact online to ask and answer simple questions about a homework assignment.	I can interact online to get help related to a course assignment.	I can exchange online messages with my teacher to request an extension due to an unforeseen personal matter.	I can interact online with an advisor to select courses that match my academic goals.	I can negotiate with an online agent the release of information needed for a college application.	I can arrange with my professor via online exchanges alternative assignments due to an unexpected life event.	I can negotiate via online exchanges with a college registrar to receive credit for the alternative methods I used to complete some course requirements.	I can lead an online discussion with my colleagues to craft a proposal to be submitted for funding.	I can mediate an online academic dispute involving participants with vastly differing political opinions.

Presentational

Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid	Advanced High	Superior	Distinguished
I can write my name, age, and where I live on a simple form.	I can caption a photo with my family members' names, ages, relationship to me, and what they like to do.	I can identify whom I and people in other cultures consider part of the family.	I can make simple comparisons of a variety of people, including friends and family members.	I can describe my plans for an upcoming family or social event.	I can present a comparison between the roles of family members in my own and other cultures.	I can describe the highlights of a recent or upcoming family event.	I can chronicle a series of related events in the history of my family.	I can present an explanation as to the degree to which society supports the family and family values, in my own and other cultures.	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 an evaluation on how family structure impacts social issues and political decision-making, in my own and other cultures.



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.

Performance Indicators	What can I understand, interpret or analyze in authentic <u>informational texts</u> that I hear, view or read?		
Advanced Low	Advanced Mid	Advanced High	
<p>I can identify the underlying message and some supporting details across major time frames in descriptive informational texts.</p>	<p>I can the underlying message and most supporting details across major time frames in descriptive informational texts.</p>	<p>I can follow the flow of ideas and infer meaning from complex language on unfamiliar, abstract topics within informational texts.</p>	
<p>Listening and Viewing Examples</p>			
<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can understand short presentations about famous people in history. ▪ I can follow the details of televised promotions for upcoming programs. ▪ I can identify the events of a travel writer's most recent trip as recounted in a podcast. ▪ I can understand the main points of a recorded short story. ▪ I can understand a talk about a student's study abroad experience. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can follow a virtual city tour. ▪ I can understand a running commentary of a sporting event. ▪ I can understand details of a speaker's life and achievements when he/she is introduced. ▪ I can follow a TV sitcom. ▪ I can identify protagonists' growing points of conflict in a play. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can follow an interview where an author elaborates on the creation of characters in a novel I've read. ▪ I can understand a talk show host's tongue-in-cheek remarks. ▪ I can usually understand a speaker's exaggerated satirical remarks. ▪ I can generally understand diverse perspectives of panelists discussing animal rights. ▪ I can understand most of a televised exposé on the dangers of water contamination. 	
<p>Reading Examples</p>			
<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can understand written summaries of candidates' platforms to make a voting decision. ▪ I can understand some events described in an excerpt from an historical journal. ▪ I can understand absentee and sick leave policies in an employee handbook. ▪ I can read movie reviews to choose what to watch. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can follow a cover letter and résumé for a professional position. ▪ I can understand a detailed account about a service learning opportunity. ▪ I can understand the instructions for using a computer program to create a web site. ▪ I can understand a critical review about a musical group's upcoming album. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can follow an author's analysis of a personal reflection on a cultural experience. ▪ I can understand an apartment rental contract with its rules and regulations. ▪ I can understand a report that describes policy changes for admission into a student exchange program. ▪ I can follow a political article, including some satirical references contained in it. 	

* Note: Additional factors and strategies may impact how learners make meaning from texts that they hear, view or read: text complexity or length, familiarity with topic, background knowledge, prior literacy skills, using context clues, making inferences, etc. An Interpretive Task template and rubric can be found [here](#).



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.

Performance Indicators	What can I understand, interpret or analyze in authentic <u>fictional texts</u> that I hear, view or read?		
Advanced Low	Advanced Mid	Advanced High	
I can follow the main story and some supporting details across major time frames in fictional texts.	I can follow the main story and most supporting details across major time frames in fictional texts	I can follow the flow of ideas and some nuances from different viewpoints in most fictional texts.	
Listening and Viewing Examples			
<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can understand the moral lesson expressed in an oral fable. ▪ I can identify events that influenced a character's decisions in an opera. ▪ I can identify the historical values expressed in an epic poem. ▪ I can identify the political beliefs of characters in an historical re-enactment. ▪ I can understand the reasons for a character's transformation in a play. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can follow the complex chronology of a play's plot. ▪ I can identify what motivated the main character to commit a crime in a detective show. ▪ I can understand anecdotes recounted in a fictional character's recorded memoir. ▪ I can follow the line of argument in a character's monologue. ▪ I can identify evidence that supports the message in a ballad. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can follow the development of a character in an audio book. ▪ I can follow an argument between two characters in a play. ▪ I can generally understand an allusion in native chants. ▪ I can understand a point of humor in a stand-up comedy routine. ▪ I can infer the relationships among characters in a drama based on their actions. 	
Reading Examples			
<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can understand the moral lesson expressed in an oral fable. ▪ I can identify events that influenced a character's decisions in an opera. ▪ I can identify the historical values expressed in an epic poem. ▪ I can identify the political beliefs of characters in an historical re-enactment. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can follow the chronology of a novel's plot. ▪ I can understand events that influenced a character's decisions in a novel. ▪ I can understand anecdotes recounted in a fictional character's memoir. ▪ I can follow the line of argument in a character's monologue. ▪ I can identify evidence that supports the message of a poem. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can follow the development of a character. ▪ I can follow an argument between two characters in a play. ▪ I can generally understand an illusion in a poem. ▪ I can understand a point of humor in a graphic novel. ▪ I can infer the relationships among characters in a novel based on their actions. 	

* Note: Additional factors and strategies may impact how learners make meaning from texts that they hear, view or read: text complexity or length, familiarity with topic, background knowledge, prior literacy skills, using context clues, making inferences, etc. An Interpretive Task template and rubric can be found [here](#).



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.

Performance Indicators	What can I understand, interpret or analyze in <u>discussions</u> in which I'm not a participant?		
Advanced Low	Advanced Mid	Advanced High	
<p>I can understand the main message and some supporting details across major time frames in conversation and discussions.</p>	<p>I can understand the main message and most supporting details across major time frames in conversations and discussions.</p>	<p>I can follow the flow of ideas and some nuances from different viewpoints in conversations and discussions.</p>	
Listening and Viewing Examples			
<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can understand the discussion about the remodeling of a room between interior designer and customer. ▪ I can understand the feelings expressed by friends about their parents or relatives. ▪ I can understand a couple's plans for their wedding and honeymoon. ▪ I can follow a video conferencing session where participants are talking about a planned environmental project. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can understand an interview with a famous person about their rise to fame. ▪ I can understand family members sharing life experiences. ▪ I can understand the detailed description of a recent trip discussed among tour participants. ▪ I can understand a conversation among children about what they would like to be and why when they grow up. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can understand details discussed in an investigation between the police and a victim. ▪ I can follow students discussing benefits of study abroad. ▪ I can understand a conversation among citizen activists about the pros and cons of social networking. ▪ I can understand a conversation about the advantages of holistic remedies for common ailments. 	
Reading Examples			
<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can understand a discussion about a home remodeling on a designer's blog. ▪ I can understand an email thread about someone's wedding plans. ▪ I can understand an online forum where people express concerns about an upcoming election. ▪ I can understand an exchange of letters relating to a product malfunction. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can understand a sports magazine interview with an Olympic athlete about obstacles they overcame. ▪ I can understand family members' reactions to important life experiences on a photo sharing site. ▪ I can understand the detailed comments about someone's posted book review. ▪ I can understand people's questions and responses on a medical web site. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can understand the details in an interview transcript between police and a burglary victim. ▪ I can follow students discussing the pros and cons of various career paths in an online chat. ▪ I can understand a blog conversation about how to avoid the pitfalls of online dating. ▪ I can understand an online conversation about the logistics of renting a place through a homesharing web site. 	

* Note: Additional factors and strategies may impact how learners make meaning from texts that they hear, view or read: text complexity or length, familiarity with topic, background knowledge, prior literacy skills, using context clues, making inferences, etc. An Interpretive Task template and rubric can be found [here](#).



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.

Performance Indicators	How can I <u>exchange information and ideas</u> in conversations?		
Advanced Low	Advanced Mid	Advanced High	
<p>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.</p>	<p>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.</p>	<p>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.</p>	
Listening/Speaking and Signing Examples			
<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can participate in a conversation to identify current and past examples of challenges that immigrants faced. ▪ I can discuss with others the preparations that have been done and need to be done for an upcoming play or presentation. ▪ I can discuss with a friend on the phone a problem I am having and come up with solutions. ▪ I can discuss important historical events and their connection to the present. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can maintain discussion about environmental issues by providing solutions to challenges. ▪ I can maintain discussion about social issues by sharing concrete examples. ▪ I can have a conversation comparing educational experiences with a peer in another country. ▪ I can discuss with peers about how one's experience abroad changed stereotypes. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can actively participate in a town hall-style meeting. ▪ I can debate academic issues affecting my peers. ▪ I can discuss the benefits and the negative impact of technological advances. ▪ I can participate in a discussion about the social reform issue of elder care. ▪ I can discuss ideas about the influence of historical events on current political situations. 	
Reading/Writing Examples			
<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can discuss online how musical preferences of young people have changed from generation to generation. ▪ I can have a virtual written exchange with an international group, sharing information about an important current event. ▪ I can provide collaborative feedback via online peer editing on a classmate's research paper. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can participate in a discussion about a proposed change in legislation via an online forum. ▪ I can engage in an online written discussion about a social issue facing my age group. ▪ I can carry on an email discussion of a critical review of a theatre production and take issue with the reviewer's point of view. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can exchange posts to support or challenge an editorial about a politician's voting record. ▪ I can work with peers on a professional article using a collaborative editing site. ▪ I can moderate an online discussion about what effects switching to holistic medicine would have on the medical industry. 	



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.

Table with 3 columns: Performance Indicators, Advanced Low, Advanced Mid, Advanced High. It details benchmarks for listening/speaking and reading/writing examples across different proficiency levels.



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.

Performance Indicators	How can I <u>express, react to and support preferences and opinions</u> in conversations?		
Advanced Low	Advanced Mid	Advanced High	
<p>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.</p>	<p>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.</p>	<p>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.</p>	
Listening/Speaking and Signing Examples			
<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can discuss preferences for candidates in a local election based on their positions on various community issues. ▪ I can exchange opinions on the pros and cons of different study abroad programs to enhance a future career. ▪ I can discuss the effects that lowering the drinking age might have on binge drinking. ▪ I can discuss laws related to texting while driving. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can come to consensus with my debate team on the best ways to argue our position. ▪ I can interact in a video chat with peers in another country to compare how our communities are feeling the effects of climate change. ▪ I can discuss current issues related to immigration policy and outline the current rules for getting citizenship. ▪ I can discuss with visitors from other countries state-funded benefits for education such as meals and after-school programs. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can discuss my opinion supported by research about how technology has positively changed communication. ▪ I can interact to suggest how to get legal advice on how to handle a complicated situation. ▪ I can discuss the fiscal impact of a tuition-free college education. ▪ I can exchange opinions on the pros and cons of universal healthcare. ▪ I can discuss the basis of our jury system and exchange opinions about it. 	
Reading/Writing Examples			
<ul style="list-style-type: none"> • I can...(customize) ▪ I can exchange advice online about how to behave when visiting and eating dinner with a family in a different culture. ▪ I can add my opinion about a social issue onto an online blog. ▪ I can continue an email exchange until I have convinced a colleague to take my side in an argument. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can participate in an online discussion on my preference for the design of future museums. ▪ I can engage in an online discussion about preferences and styles of learning. ▪ I can post additional suggestions in response to a variety of posts giving time-management strategies on a business forum. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can discuss online preferences about which candidate to hire for a job and come to consensus on how the selected candidate will benefit the company. ▪ I can discuss online how various candidates for president might benefit an organization based on past experience. ▪ I can contribute to a collaborative political position paper on a Wiki. 	



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.

Performance Indicators	How can I present information to <u>narrate about my life, experiences and events?</u>		
Advanced Low	Advanced Mid	Advanced High	
<p>I can tell stories about school and community events and personal experiences, using paragraphs across major timeframes.</p>	<p>I can tell stories based on concrete experiences in academic, social and professional topics of interest, using organized paragraphs across major time frames.</p>	<p>I can give complex detailed narrations beyond the concrete, often addressing abstract experiences or hypothetical issues.</p>	
Speaking and Signing Examples			
<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can make a presentation describing the highlights of a recent or upcoming family event. ▪ I can describe a social, cultural or political event that occurred or will occur in my community. ▪ I can talk about an unexpected complication during a recent trip or excursion and present advice on how to resolve such a situation. ▪ I can make a presentation describing certain health and fitness trends and the results of those trends. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can chronicle a series of related events in the history of my family. ▪ I can recount in detail a social event or local celebration that I attended and my reactions to it. ▪ I can present a detailed itinerary of social and cultural activities I have planned for a future trip. ▪ I can narrate a story to an audience for dramatic effect. ▪ I can give an accurate, detailed presentation of something I participated in or witnessed. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can present an explanation as to the degree to which society supports the family and family values, in my own and other cultures. ▪ I can present a reflection on how a novel influenced my life. ▪ I can articulate and present a personal vision or mission statement for my life's work. ▪ I can present an analysis on the changing perception of stereotypes in society and the potential influence on a country's products or marketing strategies. 	
Writing Examples			
<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can write about a family reunion for my relatives in another country. ▪ I can write a blog post describing the highlights of a recent trip or excursion. ▪ I can write about a social, cultural or political event that occurred or will occur in my community. ▪ I can describe certain trends in leisure time or use of social media and the results of those trends. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can write a detailed or community history. ▪ I can write in detail about a social event or local celebration that I attended and my reactions. ▪ I can write a detailed itinerary of the social and cultural activities I have planned for a future trip. ▪ I can write in detail about a study abroad program I participated in and reflect on how the experience impacted my life and may influence my life in the future. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can chronicle certain historical events to explain the degree to which society supports the family and family values, in my own and other cultures. ▪ I can write a mission or vision statement related to my personal or professional goals. ▪ I can write a reflective journal entry on how a novel, poem or song has influenced my life. ▪ I can hypothesize in writing about the impact of following a course of action for myself or for an organization in which I am involved. 	



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.

Performance Indicators	How can I present information to give a preference, opinion or persuasive argument?		
	Advanced Low	Advanced Mid	Advanced High
	I can state a viewpoint with supporting evidence on some concrete academic, social and professional topics of interest, using paragraphs across major time frames.	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.	I can clearly and accurately present an argument with supporting evidence on complex concrete issues, and often deal with related issues hypothetically.
Speaking and Signing Examples			
	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can promote an art or music event by presenting and elaborating on its social or artistic value. ▪ I can present the main issues related to topics of public health or safety and support my viewpoint on this issue with related evidence. ▪ I can present and provide a rationale for the importance of certain classes, college majors or training programs, citing trends over time. ▪ I can create and present an infomercial promoting an event, a service or a product. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can make a presentation persuading others of the influence of art or music genres over time. ▪ I can give a presentation to advocate for new ideas or innovative approaches related to school, work or training. ▪ I can present an argument with supporting evidence for or against a position on political issues. ▪ I can give a speech presenting the rationale for a course of action by a local community or neighborhood group. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can present my interpretations of a piece of art or music to someone else while respecting their interpretation. ▪ I can present a detailed, supported argument about complex environmental, economic or political issues. ▪ I can support an argument and counterargument by incorporating a variety of evidence such as statistics, analyses, trends and polls in my presentation. ▪ I can give a speech for a community fundraiser and justify potential benefits of the cause.
Writing Examples			
	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can write an essay to convince others of the value of experiencing art and music from cultures other than my own. ▪ I can write an essay for or against a position on a social issue. ▪ I can write a brief article giving a rationale for dietary and exercise practices to promote healthy living. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can write an article or blog convincing others of the influence of art or music genres over time. ▪ I can write letters of recommendation. ▪ I can give a written critique of a project proposal using historical data to support my argument. ▪ I can write and propose a specific course of action based on the results of a survey. ▪ I can write a cover letter for a job application. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can write my interpretations of a piece of art of music with someone while respecting theirs. ▪ I can write a position paper on an issue I have researched or related to my field of expertise. ▪ I can express a detailed point of view in a blog or other public forum. ▪ I can write an editorial piece to speculate on outcomes or implications of an issue.



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.

Performance Indicators	How can I present information to <u>inform, describe or explain</u>?		
Advanced Low	Advanced Mid	Advanced High	
<p>I can deliver presentations on some concrete academic, social and professional topics of interest, using paragraphs across major time frames.</p>	<p>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.</p>	<p>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.</p>	
<p>Speaking and Signing Examples</p>			
<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can explain the process for creating or updating a website or blog. ▪ I can explain the rationale behind a school, work or community project or policy. ▪ I can present a summary of the results of an action plan for a club or work group and the future steps to be implemented. ▪ I can present a comparison of current and past traditions related to social events such as homecoming, graduation, marriages or funerals. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can give a presentation to an outside audience about a project I have completed for my school, work or organization. ▪ I can present detailed information about a product or service to clients, customers or others. ▪ I can present in detail on a topic that I have read or heard in the news. ▪ I can give a presentation on a summative project such as a capstone, thesis or seminar. ▪ I can present an explanation of a process such as obtaining a driver's license, submitting a college application or applying for financial aid. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can present an explanation of how beliefs and values are reflected in educational testing in my own and other cultures. ▪ I can deliver a presentation incorporating data from statistics, analyses, trends and polls. ▪ I can give an informational session comparing important cultural differences between or among various societies. ▪ I can deliver detailed presentations about topics that I have studied, such as modern art or internet journalism. 	
<p>Writing Examples</p>			
<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can revise class or meeting notes that I have taken for distribution. ▪ I can draft and revise a synopsis or abstract for a science fair project, research study or conference. ▪ I can write job descriptions or performance reports. ▪ I can draft and revise a resume or cover letter. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can write content for instructional resources. ▪ I can write a research paper on a topic related to my studies or area of specialization. ▪ I can write a detailed proposal for a project or a research study. ▪ I can write a newspaper article or blog post about an event, project or research initiative. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can write an in-depth research report about educational issues in my own and other cultures. ▪ I can create a professional portfolio including detailed written information for each section of the portfolio. ▪ I can write an in-depth research report about challenges facing families and communities. 	

Language Progression Examples

Interpretive

Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid	Advanced High	Superior	Distinguished
I can recognize a few individual written words in the title of a short story.	I can identify some phrases describing a character in a short story.	I can identify the topic of a short story.	I can identify some specific, predictable actions in a short story.	I can identify the beginning, middle, and end of a short story.	I can identify the sequence of events in a story with a plot twist.	I can understand the moral lesson expressed in a fable.	I can follow the chronology of a novel's plot.	I can infer the relationships among characters in a novel based on their actions.	I can follow the complex interactions that led to a protagonist's downfall in a novel.	I can understand rhetorical techniques an author uses to tailor writing to a particular audience.

Interpersonal

Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid	Advanced High	Superior	Distinguished
I can introduce myself on an online site.	I can respond to an online message asking the due date for a homework assignment.	I can interact online to ask and answer simple questions about a homework assignment.	I can interact online to get help related to a course assignment.	I can exchange online messages with my teacher to request an extension due to an unforeseen personal matter.	I can interact online with an advisor to select courses that match my academic goals.	I can negotiate with an online agent the release of information needed for a college application.	I can arrange with my professor via online exchanges alternative assignments due to an unexpected life event.	I can negotiate via online exchanges with a college registrar to receive credit for the alternative methods I used to complete some course requirements.	I can lead an online discussion with my colleagues to craft a proposal to be submitted for funding.	I can mediate an online academic dispute involving participants with vastly differing political opinions.

Presentational

Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid	Advanced High	Superior	Distinguished
I can write my name, age, and where I live on a simple form.	I can caption a photo with my family members' names, ages, relationship to me, and what they like to do.	I can identify whom I and people in other cultures consider part of the family.	I can make simple comparisons of a variety of people, including friends and family members.	I can describe my plans for an upcoming family or social event.	I can present a comparison between the roles of family members in my own and other cultures.	I can describe the highlights of a recent or upcoming family event.	I can chronicle a series of related events in the history of my family.	I can present an explanation as to the degree to which society supports the family and family values, in my own and other cultures.	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 an evaluation on how family structure impacts social issues and political decision-making, in my own and other cultures.