



Ohio

INTERMEDIATE MID COMMUNICATION

NCSSFL-ACTFL
Can-Do Statements

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.
Self-Assessment	Learners use the Can-Do Statements to self-assess their progress, moving from “This is my goal” to “I can do this with help” to “I can do this consistently.”
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	<p>Benchmarks are long-term proficiency goals for learners, across the three modes of Interpretive, Interpersonal and Presentational Communication.</p> <p>Benchmarks can be used by educators to establish course outcomes.</p>
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>
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, but rather examples that will be elaborated and built upon by individual learners or educators.</i></p>
“I can...(customize)”	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.



Intermediate 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.

INTERMEDIATE MID

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

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

- ◆ This is my goal.
- ◆ I can do this with help.
- ◆ I can do this consistently.

Examples

- I can _____
- 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 a simple 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.

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

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

- ◆ This is my goal.
- ◆ I can do this with help.
- ◆ I can do this consistently.

Examples

- I can _____
- I can identify the beginning, middle and end of an audio short story.
- I can identify the main conflict in a live performance of a play.
- I can understand the motives of the antagonist in a thriller.
- I can identify the main idea of a simple poem at a poetry slam.
- I can understand the meaning of the refrain of a simple song.

What can I understand, interpret or analyze in *conversations* in which I am not a participant?

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

- ◆ This is my goal.
- ◆ I can do this with help.
- ◆ I can do this consistently.

Examples

- I can _____
- 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 decisions for a collaborative project.
- I can understand a conversation about the cost and availability of an item between a customer and a salesperson.

* 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 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.

INTERMEDIATE MID

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

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

- ◆ This is my goal.
- ◆ I can do this with help.
- ◆ I can do this consistently.

Examples

- I can _____
- 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.

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

- I can understand the main idea, theme and key information in short straightforward fictional texts.

- ◆ This is my goal.
- ◆ I can do this with help.
- ◆ I can do this consistently.

Examples

- I can _____
- I can identify the beginning, middle and end of a 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.

What can I understand, interpret or analyze in *conversations* in which I am not a participant?

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

- ◆ This is my goal.
- ◆ I can do this with help.
- ◆ I can do this consistently.

Examples

- I can _____
- 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.
- I can understand a virtual conversation to plan a collaborative project.

* 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 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.

INTERMEDIATE MID

How can I exchange information and ideas in conversations?

- 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.

- ◆ This is my goal.
- ◆ I can do this with help.
- ◆ I can do this consistently.

Examples

- I can _____
- 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.

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

- 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.

- ◆ This is my goal.
- ◆ I can do this with help.
- ◆ I can do this consistently.

Examples

- I can _____
- 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.

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

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

- ◆ This is my goal.
- ◆ I can do this with help.
- ◆ I can do this consistently.

Examples

- I can _____
- 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 original 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.



Intermediate Benchmark

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- ◆ This is my goal.
- ◆ I can do this with help.
- ◆ I can do this consistently.

Examples

- I can _____
- I can exchange information in an online forum about how I celebrate my national holiday.
- I can compare different mapping apps with people in blog comments.
- I can respond to other people's posting about ways to stay healthy.
- I can exchange blog posts about raising money for a cause.
- I can collaborate online with my partner to identify ways to conserve water.

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

- 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.

- ◆ This is my goal.
- ◆ I can do this with help.
- ◆ I can do this consistently.

Examples

- I can _____
- 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.

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

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

- ◆ This is my goal.
- ◆ I can do this with help.
- ◆ I can do this consistently.

Examples

- I can _____
- I can participate in an online discussion in which people react to opportunities for part-time jobs.
- 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.



Intermediate 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.

INTERMEDIATE MID

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

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

- ◆ This is my goal.
- ◆ I can do this with help.
- ◆ I can do this consistently.

Examples

- I can _____
- 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.

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

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

- ◆ This is my goal.
- ◆ I can do this with help.
- ◆ I can do this consistently.

Examples

- I can _____
- 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 related to a current event and give specific reasons to support my opinion of the event, using evidence I have researched.

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

- **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.**

- ◆ This is my goal.
- ◆ I can do this with help.
- ◆ I can do this consistently.

Examples

- I can _____
- 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.



Intermediate 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.

INTERMEDIATE MID

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

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

- ◆ This is my goal.
- ◆ I can do this with help.
- ◆ I can do this consistently.

Examples

- I can _____
- I can write my plans for an upcoming family or social event.
- I can write about common events and daily routines at school or in my place of work.
- 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.

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

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

- ◆ This is my goal.
- ◆ I can do this with help.
- ◆ I can do this consistently.

Examples

- I can _____
- I can write a simple review of an artwork or song and give specific reasons to support my opinion.
- I can write a short autobiographical statement for a competitive 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 on a blog or discussion forum.
- I can write a short opinion statement about a current event I have learned about or researched.

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

➤ 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.

- ◆ This is my goal.
- ◆ I can do this with help.
- ◆ I can do this consistently.

Examples

- I can _____
- 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 club or other meeting.