



Ohio

NOVICE HIGH 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>“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.



Novice Benchmark

I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases and simple sentences in texts that are spoken, written or signed.

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

- I can identify the topic and some isolated facts from simple sentences in informational texts.

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

Examples

- I can _____
- I can understand the name of a product, the cost and where to buy it from a radio ad.
- I can understand who to pick up and where to take them from a friend's voicemail.
- I can follow a YouTube video on how to play a simple game.
- I can understand an emergency alert during a TV show.
- I can understand when a sports announcer introduces the team players.

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

- I can identify the topic and some isolated elements from simple sentences in short fictional texts.

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

Examples

- I can _____
- I can identify where and when a read-aloud story takes place.
- I can identify how to get to the next level when playing a video game.
- I can identify some of the events in a videostreamed show.
- I can identify some of the traits of a superhero described in video comic books.
- I can identify some actions described in a movie scene.

What can I understand or interpret in *conversations* in which I'm not a participant?

- I can understand familiar questions and simple sentences in conversations.

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

Examples

- I can _____
- I can sometimes understand to whom people are directing their conversation.
- I can understand someone's simple descriptions of a photo.
- I can understand questions about someone's social schedule.
- I can understand simple compliments given to a hostess.
- I can understand simple questions a guest asks about family.

* 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](#).



Novice Benchmark

I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases and simple sentences in texts that are spoken, written or signed.

NOVICE HIGH

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

- I can identify the topic and some isolated facts from simple sentences in informational texts.

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

Examples

- I can _____
- I can follow directions in a Scavenger Hunt game.
- I can understand a variety of simple messages on greeting cards.
- I can understand someone's profile on a social media site.
- I can select a movie based on a short description.
- I can understand some facts about the weather, especially when weather symbols are used.

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

- I can identify the topic and some isolated elements from simple sentences in short fictional texts.

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

Examples

- I can _____
- I can identify the topic of a short story.
- I can identify the topic of a poem.
- I can identify some of the events in a fairy tale.
- I can identify some of the traits of a superhero as described in a comic book.
- I can identify some actions described in a scene from a play.

What can I understand or interpret in *conversations* in which I'm not a participant?

- I can understand familiar questions and simple sentences in conversations.

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

Examples

- I can _____
- I can understand someone's simple description of a photo on social media.
- I can understand questions about class schedules in a group text message.
- I can understand simple feedback on a homework assignment.
- I can understand simple questions about family in correspondence among ePals.
- I can understand simple questions in a forum discussion.

* 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](#).



Novice Benchmark

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

NOVICE HIGH

How can I exchange information and ideas in conversations?

- I can request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time.

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

Examples

- I can _____
- I can exchange information about things to do in my town.
- I can exchange information about which classes are harder or easier than others and why.
- I can ask and respond to some simple questions about an infographic.
- I can contribute to a conversation about a story by identifying who, what, where and when.
- I can ask and answer questions about a job opening.

How can I meet my needs in conversations?

- I can interact with others to meet my basic needs related to routine everyday activities, using simple sentences and questions most of the time.

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

Examples

- I can _____
- I can ask for directions when I'm lost.
- I can interact with a partner to plan who will do what for an upcoming project and when.
- I can exchange advice to choose an outfit for an event.
- I can confirm with my partner the time, place and reason for a meeting.
- I can interact with a partner to decide whether to cancel an event given the weather forecast.

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

- I can express, ask about, and react to preferences, feelings or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic.

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

Examples

- I can _____
- I can exchange some ideas with others about ways to stay healthy.
- I can exchange recommendations about the best apps for different purposes.
- I can interact with friends to identify the kinds of photos I think are appropriate to post on social media.
- I can compare schedules with a friend to identify who has a harder week ahead.
- I can exchange opinions about my school's cafeteria food.



Novice Benchmark

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- ◆ I can do this with help.
- ◆ I can do this consistently.

Examples

- I can _____
- I can exchange information with an e-Pal about what I do for fun.
- I can exchange texts with a friend about local music venues.
- I can respond to an email about a sporting event I attended.
- I can write a response to an e-card greeting.
- I can exchange information about the latest video game in an online chat.

How can I meet my needs in conversations?

- I can interact with others to meet my basic needs related to routine everyday activities, using simple sentences and questions most of the time.

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

Examples

- I can _____
- I can interact online to ask and answer questions about a homework assignment.
- I can make plans for a picnic with others via text messages.
- I can text my friend to bring me something from a restaurant and answers my friend's questions.
- I can exchange messages to set up the steps for an experiment or project.
- I can exchange information with a doctor's office to prepare for an upcoming appointment.

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

- I can express, ask about, and react to preferences, feelings or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic.

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

Examples

- I can _____
- I can craft a response to a blog post about movie recommendations.
- I can ask and react to a friend's post on a social media site.
- I can exchange preferences of things to do with visitors on a shared Wiki.
- I can add my comments to those of others about something I read on a forum about sports.
- I can exchange preferences about video games on a gaming site.



Novice Benchmark

I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases and simple sentences through spoken, written, or signed language.

NOVICE HIGH

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

- I can present personal information about my life and activities, using simple sentences most of the time.

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

Examples

- I can _____
- I can identify whom I and people in other cultures consider to be part of the family, using a few simple details.
- I can describe where I work and what I do.
- I can tell a peer or colleague what I did this weekend.
- I can give biographical information about others.
- I can give some simple reasons why I am late for an appointment.

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

- I can express my preferences on familiar and everyday topics of interest, using simple sentences most of the time.

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

Examples

- I can _____
- I can recommend places to experience a variety of art and music styles.
- I can tell about my favorite actor or author.
- I can tell about others' likes and dislikes.
- I can present a brief description of a website I find useful.
- I can give a few details about my favorite restaurant.

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

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

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

Examples

- I can _____
- I can identify some elements of a classroom, a school schedule or levels of schooling.
- I can present information on something I learned about in a class or at work.
- I can describe a simple routine such as getting lunch in a cafeteria or restaurant.
- I can give simple directions to a nearby location.
- I can describe a simple process such as how to make something or the steps of a science experiment.



Novice Benchmark

I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases and simple sentences through spoken, written, or signed language.

NOVICE HIGH

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

- I can present personal information about my life and activities, using simple sentences most of the time.

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

Examples

- I can _____
- I can identify whom I and people in other cultures consider part of the family, using a few simple details.
- I can write a short note, text or email to my friend about upcoming plans.
- I can write information about my daily life in a letter, blog, discussion or email message.
- I can write about a field trip, an event or an activity that I participated in.
- I can write the sequence of events from a story I've read or a video I've seen.

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

- I can express my preferences on familiar and everyday topics of interest, using simple sentences most of the time.

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

Examples

- I can _____
- I can recommend places to experience a variety of art and music styles in my own and other cultures.
- I can write about others' likes and dislikes to form a team or work group.
- I can create a slogan and short description for an advertisement.
- I can write a description of my favorite character from a story.
- I can make a simple poster to campaign for a person or event.

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

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

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

Examples

- I can _____
- I can identify in writing some elements of a classroom, school schedule, or levels or schooling in my own and other cultures
- I can write simple captions for pictures or photos.
- I can write simple directions to a nearby location.
- I can write a simple process such as how to solve a math problem.
- I can write an email requesting more information about something found online such as a local event or student organization.