



NOVICE – INTERMEDIATE

**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.

  	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High
What can I understand, interpret or analyze in authentic informational texts that I hear, view, read?	I can identify memorized or familiar words when they are supported by gestures or visuals in informational texts.	I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in informational texts.	I can identify the topic and some isolated facts from simple sentences in informational texts.	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.
What can I understand, interpret or analyze in authentic fictional texts that I hear, view, read?	I can identify memorized or familiar words when they are supported by gestures or visuals in fictional texts.	I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in fictional texts.	I can identify the topic and some isolated elements from simple sentences in short fictional texts.	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.
What can I understand, interpret or analyze in conversations in which I'm not a participant?	I can understand memorized or familiar words when they are supported by gestures or visuals in conversations.	I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in conversations.	I can understand familiar questions and simple sentences in conversations.	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.
How can I investigate products and practices to understand perspectives?	In my own and other cultures I can identify some typical products related to familiar everyday life. In my own and other cultures I can identify some typical practices related to familiar everyday life.			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.		
How can I use my language and behavior to interact with others in and from another culture?	I can communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness. I can use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.			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.		

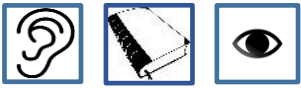
* Note: Additional factors and strategies may impact how learners make meaning from texts that they hear, view or read: text complexity or length, familiarity with topic, background knowledge, prior literacy skills, using context clues, making inferences, etc. An Interpretive Task template and rubric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



	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High
<p>How can I exchange information and ideas in conversations?</p>	<p>I can provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals.</p>	<p>I can request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases and simple sentences.</p>	<p>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.</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>How can I meet my needs or address situations in conversations?</p>	<p>I can express some basic needs, using practiced or memorized words and phrases, with the help of gestures or visuals.</p>	<p>I can express basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, simple sentences and questions.</p>	<p>I can interact with others to meet my basic needs related to routine everyday activities, using simple sentences and questions most of the time.</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>How can I express, react to and support preferences and opinions in conversations?</p>	<p>I can express basic preferences or feelings, using practiced or memorized words and phrases, with the help of gestures or visuals.</p>	<p>I can express my preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, simple sentences and questions.</p>	<p>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.</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>How can I investigate products and practices to understand perspectives?</p>	<p>In my own and other cultures I can identify some typical products related to familiar everyday life.</p> <p>In my own and other cultures I can identify some typical practices related to familiar everyday life.</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>How can I use my language and behavior to interact with others in and from another culture?</p>	<p>I can communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness.</p> <p>I can use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.</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>		



	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High
How can I present information to narrate about my life, experiences and events?	I can introduce myself using practiced or memorized words and phrases, with the help of gestures or visuals.	I can present information about myself, my interests and my activities using a mixture of practiced or memorized words, phrases and simple sentences.	I can present personal information about my life and activities, using simple sentences most of the time.	I can present personal information about my life, activities and events, using simple sentences.	I can tell a story about my life, activities, events and other social experiences, using sentences and series of connected sentences.	I can tell stories about school and community events and personal experiences, using a few short paragraphs, often across various time frames.
How can I present information to give a preference, opinion or persuasive argument?	I can express my likes and dislikes using practiced or memorized words and phrases, with the help of gestures or visuals.	I can express my likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases and simple sentences.	I can express my preferences on familiar and everyday topics of interest, using simple sentences most of the time.	I can express my preferences on familiar and everyday topics of interest and explain why I feel that way, using simple sentences.	I can state my viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences.	I can state my viewpoint on familiar or researched topics and provide reasons to support it, using a few short paragraphs, often across various time frames.
How can I present information to inform, describe or explain?	I can name very familiar people, places and objects using practiced or memorized words and phrases, with the help of gestures or visuals.	I can present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases and simple sentences.	I can present on familiar and everyday topics, using simple sentences most of the time.	I can present on familiar and everyday topics, using simple sentences.	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.	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.
How can I investigate products and practices to understand perspectives?	<p>In my own and other cultures I can identify some typical products related to familiar everyday life.</p> <p>In my own and other cultures I can identify some typical practices related to familiar everyday life.</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>		
How can I use my language and behavior to interact with others in and from another culture?	<p>I can communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness.</p> <p>I can use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.</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>		



PROFICIENCY BENCHMARK

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

Performance Indicators	What can I understand or interpret in authentic <u>informational texts</u> that I hear, view or read?		
Novice Low	Novice Mid	Novice High	
<p>I can identify memorized or familiar words when they are supported by gestures or visuals in informational texts.</p>	<p>I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in informational texts.</p>	<p>I can identify the topic and some isolated facts from simple sentences in informational texts.</p>	
<p>Listening and Viewing Examples</p>			
<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can recognize familiar names of people and places in a public announcement. ▪ I can understand simple directions to a familiar place. ▪ I can follow instructions for simple class routines. ▪ I can understand names and titles when speakers are introduced. ▪ I can understand a cell phone number. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can understand the time announced for a store closing. ▪ I can understand directions for setting the table. ▪ I can follow directions to fill out a simple graphic organizer. ▪ I can understand the names of the planets in a science lesson or video. ▪ I can recognize some weather expressions in a forecast. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ 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. 	
<p>Reading Examples</p>			
<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can identify some locations or stores by their signs. ▪ I can match a word or character in a headline to a supporting visual. ▪ I can recognize some names of cities on a map. ▪ I can identify labeled aisles in a store. ▪ I can recognize the labels on a recycling bin. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can identify nutritional categories on food labels. ▪ I can identify items on a shopping list. ▪ I can identify names of classes and their locations on a class schedule. ▪ I can identify my departure and arrival times from a transportation schedule. ▪ I can understand subject-specific terms on a word wall. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ 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. 	

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PROFICIENCY BENCHMARK

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

Performance Indicators	What can I understand or interpret in authentic <u>fictional texts</u> that I hear, view or read?		
Novice Low	Novice Mid	Novice High	
<p>I can identify memorized or familiar words when they are supported by gestures or visuals in fictional texts.</p>	<p>I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in fictional texts.</p>	<p>I can identify the topic and some isolated elements from simple sentences in fictional texts.</p>	
<p>Listening and Viewing Examples</p>			
<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can recognize a few individual words of a read aloud story. ▪ I can recognize a few individual words in a read aloud poem. ▪ I can recognize a character’s name in a folk tale. ▪ I can recognize common opening and closing words in oral storytelling. ▪ I can recognize a few familiar words from a music video. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can identify some phrases describing a character in a story. ▪ I can identify some phrases from a read aloud story. ▪ I can recognize a familiar memorized line from a TV show. ▪ I can recognize some events from a cartoon. ▪ I can recognize a song’s common one-line refrain. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can tell 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 video-streamed show. ▪ I can identify some of the traits of a superhero described in a video comic book. ▪ I can identify some actions described in a scene from a movie. 	
<p>Reading Examples</p>			
<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can recognize a few individual written words in the title of a story. ▪ I can recognize a few individual words in a picture book. ▪ I can recognize a few individual words in a poem. ▪ I can recognize a character’s name in a folk tale. ▪ I can recognize common opening and closing words of a fairy tale. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can identify some phrases describing a character in a story. ▪ I can identify some phrases in captions from pictures in a book. ▪ I can recognize a familiar memorized line from a poem. ▪ I can recognize some events from a story timeline. ▪ I can recognize a common one-line refrain from the lyrics of a song. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ 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. 	

* 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](#).



PROFICIENCY BENCHMARK

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

Performance Indicators	What can I understand or interpret in <u>conversations</u> in which I'm not a participant?		
Novice Low	Novice Mid	Novice High	
<p>I can identify memorized or familiar words when they are supported by gestures or visuals in conversations.</p>	<p>I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in conversations.</p>	<p>I can understand familiar questions and simple sentences in conversations.</p>	
Listening and Viewing Examples			
<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can recognize when greetings and leave-taking are expressed. ▪ I can recognize people's names and their titles when they are introduced. ▪ I can recognize a few individual question words in a conversation among visitors in school. ▪ I can recognize familiar names of places discussed on a tour. ▪ I can understand simple words of praise by a teacher to a student. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can understand when someone asks a person's name. ▪ I can recognize a time or date when event plans are discussed. ▪ I can recognize some common expressions when people are discussing the weather. ▪ I can understand simple instructions given by a parent to a child on the playground. ▪ I can understand the difference between a spoken statement and a question in people's conversations. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ 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. 	
Reading Examples			
<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can recognize names and titles in an email introduction. ▪ I can recognize familiar place names in a brochure. ▪ I can recognize greetings and leave taking words in an email. ▪ I can recognize salutation words in a business letter. ▪ I can recognize question words in a text message. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can recognize dates in an email message. ▪ I can recognize very common abbreviations in a text message. ▪ I can recognize whether a correspondence is formal or informal. ▪ I can understand the time in a meeting request. ▪ I can understand familiar directions on a mobile app. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can understand someone's simple description of a photo on Instagram. ▪ I can understand questions in a group text message. ▪ I can understand simple feedback on homework. ▪ I can understand simple questions about family in correspondence among e-pals. ▪ I can understand simple questions in a forum. 	

* 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](#).



PROFICIENCY BENCHMARK

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

Performance Indicators		
How can I <u>exchange information</u> in conversations?		
Novice Low	Novice Mid	Novice High
I can provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases and with the help of gestures or visuals.	I can request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases and simple sentences.	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.
Listening/Speaking and Signing Examples		
<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can introduce myself when I meet people. ▪ I can answer questions about who is in my family. ▪ I can answer questions about my favorite weekend activities. ▪ I can respond to a basic math question using numbers. ▪ I can respond when asked to name the style of music I am playing. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can ask who, what, where or when questions about a party. ▪ I can contribute to a conversation about music with an example of a style I like. ▪ I can share the time and date of an upcoming community event. ▪ I can respond to a math question reciting a simple mathematical operation (e.g., 2 times 3 is 6). ▪ I can interact with a partner to complete a “fill-in-the-blank” worksheet in a science or other lesson. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ 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.
Reading/Writing Examples		
<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can respond to personal questions such as my name, age, or family size in an online forum. ▪ I can fill out an online form to provide my class schedule. ▪ I can fill in a chat box by answering who, what, where or when questions. ▪ I can text a friend the time and day we plan to meet. ▪ I can respond to a text message that asks where I am going. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can ask and answer questions about school, food or hobbies in an online conversation. ▪ I can text questions and answers about the type of restaurant we plan to go to tonight. ▪ I can respond to an e-invitation and ask questions about the event ▪ I can write a post-it note in response to a discussion question. ▪ I can text a backroom chat response. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ 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.



PROFICIENCY BENCHMARK

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

Performance Indicators	How can I <u>meet my needs</u> in conversations?		
Novice Low	Novice Mid	Novice High	
I can express some basic needs, using practiced or memorized words and phrases, with the help of gestures or visuals.	I can express basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, simple sentences and questions.	I can interact with others to meet my basic needs related to routine everyday activities, using simple sentences and questions most of the time.	
Listening/Speaking and Signing Examples			
<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can tell someone my name. ▪ I can greet and take leave in a polite way. ▪ I can tell the customs official which countries I visited. ▪ I can tell someone if I understand him/her. ▪ I can say how much money I need to pay for my lunch. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can introduce someone else and ask a few related questions. ▪ I can say that I am hungry, cold or tired and ask others. ▪ I can ask and answer simple questions about homework. ▪ I can politely ask someone to repeat something I did not understand. ▪ I can ask and understand the cost of something. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ 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. 	
Reading/Writing Examples			
<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can introduce myself on an online site. ▪ I can enter a word in an online Scrabble game. ▪ I can respond with the appropriate greeting to a text message. ▪ I can add Happy Birthday to a social media post. ▪ I can reply to a message asking the price for a service. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can respond to online survey questions to say where I want to study abroad and when. ▪ I can add personalized birthday wishes to a friend on a social media site. ▪ I can respond to a text message asking for an alternative day or time for an appointment ▪ I can ask questions to the online sales rep about an item. ▪ I can participate in a simple online exchange to get ready for an upcoming trip. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ 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 answer 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. 	



PROFICIENCY BENCHMARK

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

Performance Indicators	How can I <u>express and react to preferences and opinions</u> in conversations?		
Novice Low	Novice Mid	Novice High	
<p>I can express basic preferences or feelings using practiced or memorized words and phrases, with the help of gestures or visuals.</p>	<p>I can express my preferences or feelings and react to those of others using a mixture of practiced or memorized words, phrases, simple sentences and questions.</p>	<p>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.</p>	
Listening/Speaking and Signing Examples			
<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can say if I feel well, so-so or sick. ▪ I can identify my favorite people, places or things from a list. ▪ I can say what sports I play. ▪ I can say what foods I like or dislike. ▪ I can say if I agree with someone about basic preferences. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can exchange preferences with my friends about our likes and dislikes. ▪ I can ask and answer questions about what kinds of chores are easier or more enjoyable. ▪ I can add to a conversation what I like and dislike about having a pet. ▪ I can exchange preferences about which subjects I like or dislike. ▪ I can ask and answer questions about favorite singers. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ 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. 	
Reading/Writing Examples			
<ul style="list-style-type: none"> • I can...(customize) ▪ I can respond to a social media post asking about best restaurants or best sports teams, indicating approval or disapproval. ▪ I can text my friend about where I prefer to meet and when. ▪ I can text someone what I prefer for dinner tonight. ▪ I can choose my preference for clothing brands in an online survey. ▪ I can complete a simple survey about what I like and don’t like about a store or service. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can choose answers in an online personality survey. ▪ I can post clothing photos on a social media site and ask advice about which to buy. ▪ I can read a note from my roommate about evening plans and write a short response. ▪ I can tweet my opinion about a new movie in response to other tweets. ▪ I can react to my classmates’ posts on an online learning tool. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ 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. 	



PROFICIENCY BENCHMARK

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

Performance Indicators	How can I present information to <u>narrate about my life, experiences and events?</u>		
Novice Low	Novice Mid	Novice High	
<p>I can introduce myself using practiced or memorized words and phrases, with the help of gestures or visuals.</p>	<p>I can present information about myself, my interests and my activities using a mixture of practiced or memorized words, phrases and simple sentences.</p>	<p>I can present personal information about my life and activities, using simple sentences most of the time.</p>	
Speaking and Signing Examples			
<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can say my name, age, and where I live to introduce myself. ▪ I can say my phone number, home address and email address. ▪ I can say some activities I do every day. ▪ I can tell the names of places I go on the weekend. ▪ I can state my physical or personality traits. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can name my family members, their ages, their relationships to me, and what they like to do. ▪ I can state a few personality or physical traits of a hero of mine. ▪ I can identify parts of my house, my school or my place of work. ▪ I can name places in my community, town, city, state or country. ▪ I can tell someone my activities and schedule for the day. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can identify whom I and people in other cultures consider to be part of the family, using 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. 	
Writing Examples			
<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can write my name, age and where I live on a simple form. ▪ I can write my phone number, home address and email address on a simple form. ▪ I can write how I'm feeling in a short journal entry. ▪ I can write a list of what I need to pack for an upcoming trip. ▪ I can write a shopping list of what I need to buy. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can caption a photo with my family members' names, ages, relationship to me, and what they like to do. ▪ I can write about what I look like so that someone can recognize me. ▪ I can write the physical or personality traits of a character in a book. ▪ I can list my classes or work activities and tell what time they start and end. ▪ I can list my weekend activities and who does them with me. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can identify whom I and people in other cultures consider part of the family, using 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 board or email message. ▪ I can write about a field trip, 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. 	



PROFICIENCY BENCHMARK

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

Performance Indicators	How can I present information to give a preference?		
Novice Low	Novice Mid	Novice High	
<p>I can express my likes and dislikes using practiced or memorized words and phrases, and with the help of gestures or visuals.</p>	<p>I can express my likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases and simple sentences.</p>	<p>I can express my preferences on familiar and everyday topics of interest using simple sentences most of the time.</p>	
<p>Speaking and Signing Examples</p>			
<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can list places I like to go to see art or listen to music. ▪ I can tell sports I like or don't like. ▪ I can say names of my favorite animals based on pictures I see. ▪ I can look at pictures on a menu and name foods based on my likes and dislikes. ▪ I can state some activities that I enjoy. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can tell where I like to go to see art or listen to music. ▪ I can say how much I like or don't like certain foods. ▪ I can state my favorite free-time activities and those I don't like. ▪ I can state which actors or authors I like the best. ▪ I can say which school subjects are my most and least favorite. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ 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. 	
<p>Writing Examples</p>			
<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can list places I like to go to see art or listen to music. ▪ I can create a simple chart of a few things I like and dislike. ▪ I can label the things I like and don't like in a picture. ▪ I can write a list of desirable and undesirable characteristics of a friend. ▪ I can list my favorite free-time activities to complete a survey for my peers. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can write where I go to see art or listen to music. ▪ I can write how much I like or don't like certain sports. ▪ I can create a bulleted list telling why a class is my favorite. ▪ I can write a rank-ordered list of my favorite and least favorite free-time activities. ▪ I can caption pictures of what I consider to be good and bad lunch options. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can recommend places to experience a variety of art and music styles. ▪ 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. 	



PROFICIENCY BENCHMARK

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

Performance Indicators	How can I present information to <u>inform and describe</u>?		
Novice Low	Novice Mid	Novice High	
<p>I can name very familiar people, places and objects using practiced or memorized words and phrases, with the help of gestures or visuals.</p>	<p>I can present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases and simple sentences.</p>	<p>I can present on familiar and everyday topics using simple sentences most of the time.</p>	
<p>Speaking and Signing Examples</p>			
<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can name items I see every day. ▪ I can say numbers from 1-10. ▪ I can say the date and the day of the week. ▪ I can name some countries on a map when planning a trip. ▪ I can name some famous landmarks and people. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can give some simple information about my classroom or school. ▪ I can tell the location of a city relative to another city on a map. ▪ I can present simple information about my town or city. ▪ I can give some simple information about animals, foods or sports based on pictures or photos. ▪ I can give some simple information about historical figures based on pictures or photos. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can identify some elements of a classroom, school schedule or levels of schooling in my own and other cultures. ▪ 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. 	
<p>Writing Examples</p>			
<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can list items I see every day. ▪ I can fill out a simple form with my name, address, phone number, birth date, and nationality. ▪ I can label familiar people, places and objects in pictures and posters. ▪ I can write the names of places on a map. ▪ I can copy a simple phrase like “Happy Birthday”, “Happy Holidays,” etc. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can write some simple information about my classroom or school. ▪ I can write a to-do list. ▪ I can list my daily activities. ▪ I can fill out a simple schedule. ▪ I can write some simple details about animals, foods, historical figures or sports based on pictures or photos. 	<ul style="list-style-type: none"> ▪ I can...(customize) ▪ I can identify in writing some elements of a classroom, school schedule, or levels of 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. 	

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.



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...(customize) ▪ 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...(customize) ▪ 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...(customize) ▪ 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...(customize) ▪ 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...(customize) ▪ 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...(customize) ▪ 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.

* 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

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. 	

* 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

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.

* 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](#).



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	
<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 combine to form paragraphs and asking a variety of questions, often across various time frames.</p>	
<p>Listening/Speaking and Signing Examples</p>			
<ul style="list-style-type: none"> ▪ I can...(customize) ▪ 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...(customize) ▪ 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...(customize) ▪ 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. 	
<p>Reading/Writing Examples</p>			
<ul style="list-style-type: none"> ▪ I can...(customize) ▪ 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...(customize) ▪ 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...(customize) ▪ 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	
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.	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.	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.	
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. 	



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. 	



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.