NOVICE LOW COMMUNICATION

NCSSFL-ACTFL
Can-Do Statements

2017

Ohio | Department of Education

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	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. Performance is what one can do with language in practiced or familiar learning contexts. Performance can serve as a bridge to proficiency.
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	Indicators are steps for learners to chart their performance and their progress toward meeting language proficiency goals. Indicators can help inform the creation of units by educators.
Examples	Examples provide evidence of real-life consistent language performance over time, or can inform the creation of lessons or learning activities. *This is not a checklist to complete*, but rather examples that will be elaborated and built upon by individual learners or educators.
"I can…(customize)"	Customizable examples allow learners or educators to create their own samples of language performance, aligned to their learning content or context and the targeted proficiency level.

> **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 memorized or familiar words when they are supported by gestures or visuals in informational texts.**

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

Examples
- *I can_____*
- *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.*

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

➢ **I can identify memorized or familiar words when they are supported by gestures or visuals in fictional texts.**

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

Examples
- *I can_____*
- *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.*

What can I understand or interpret 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.**

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

Examples
- *I can_____*
- *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.*

* 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.**

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

➢ **I can identify memorized or familiar words when they are supported by visuals in informational texts.**

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

Examples
- *I can_____*
- *I can identify some locations or stores by their signs.*
- *I can match a word or character in a headline to a related 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.*

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

➢ **I can identify memorized or familiar words when they are supported by visuals in fictional texts.**

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

Examples
- *I can_____*
- *I can recognize a few individual 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.*

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

➢ **I can identify memorized or familiar words when they are supported by visuals in conversations.**

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

Examples
- *I can_____*
- *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.*

* 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.

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How can I *exchange information* in conversations?

➢ **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.**

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

Examples
- *I can_____*
- *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.*

How can I *meet my needs* in conversations?

➢ **I can express some basic needs, using practiced or memorized words and phrases, with the help of gestures or visuals.**

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

Examples
- *I can_____*
- *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.*

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

➢ **I can express basic preferences or feelings, using practiced or memorized words and phrases, with the help of gestures or visuals.**

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

Examples
- *I can_____*
- *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 sport I play.*
- *I can say what food I like or dislike.*
- *I can say if I agree with someone about basic preferences.*

> **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 LOW

How can I *exchange information* in conversations?

➢ **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.**

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

Examples
- *I can_____*
- *I can respond to personal questions such as my name, age, or family members 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.*

How can I *meet my needs* in conversations?

➢ **I can express some basic needs, using practiced or memorized words and phrases, with the help of gestures or visuals.**

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

Examples
- *I can_____*
- *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.*

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

➢ **I can express basic preferences or feelings, using practiced or memorized words and phrases, with the help of gestures or visuals.**

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

Examples
- *I can_____*
- *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.*

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.

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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.**

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

Examples
- *I can_____*
- *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.*

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

➤ **I can express my likes and dislikes using practiced or memorized words and phrases, with the help of gestures or visuals.**

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

Examples
- *I can_____*
- *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.*

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

➤ **I can name very familiar people, places and objects, using practiced or memorized words and phrases, with the help of gestures or visuals.**

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

Examples
- *I can_____*
- *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.*

> **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 LOW

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.**

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

Examples
- *I can_____*
- *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.*

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

➢ **I can express my likes and dislikes using practiced or memorized words and phrases, with the help of gestures or visuals.**

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

Examples
- *I can_____*
- *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.*

How can I present information to inform or describe?

➢ **I can name very familiar people, places and objects using practiced or memorized words and phrases, with the help of gestures or visuals.**

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

Examples
- *I can_____*
- *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.*