



Ohio

NOVICE MID COMMUNICATION

NCSSFL-ACTFL
Can-Do Statements

2017

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

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



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 some basic facts from memorized or familiar words and phrases 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 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.

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

- I can identify some basic facts from memorized or familiar words and phrases 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 identify some phrases describing a character in a story.
- I can identify some phrases from a read-aloud story.
- I can recognize a familiar or memorized line from a TV show.
- I can recognize some events from a cartoon.
- I can recognize a song's common one-line refrain.

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

- I can identify some basic facts from memorized or familiar words and phrases 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 understand when someone asks a person's name.
- I can recognize a time or date when plans for an event 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 statement and a question in people's conversations.

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



Novice Benchmark

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

NOVICE MID

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

- I can identify some basic facts from memorized or familiar words and phrases 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 nutritional categories on food labels.
- I can identify items on a shopping list.
- I can identify names of classes and their locations on a schedule.
- I can identify my departure and arrival times from a transportation schedule.
- I can understand subject specific terms on a word wall.

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

- I can identify some basic facts from memorized or familiar words and phrases 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 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.

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

- I can identify some basic facts from memorized or familiar words and phrases 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 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.

* 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 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.

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

Examples

- I can _____
- I can ask who, what, where or when questions about a party.
- I can contribute to a conversation about music by giving 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 in class to complete a “fill-in-the-blank” worksheet in a science or other lesson.

How can I *meet my needs in conversations?*

- I can express basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, simple sentences and questions.

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

Examples

- I can _____
- 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 how much something costs.

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

- 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.

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

Examples

- I can _____
- 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.



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NOVICE MID

How can I exchange information in conversations?

- 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.

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

Examples

- I can _____
- 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.

How can I meet my needs in conversations?

- I can express basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases simple sentences and questions.

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

Examples

- I can _____
- 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.

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

- 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.

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

- I can _____
- 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.



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 MID

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

- **I can present information about myself, my interests and my activities using a mixture of practiced or memorized words, phrases and simple sentences.**

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

Examples

- I can _____
- 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 characteristics 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.

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

- **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.**

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

Examples

- I can _____
- 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.

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

- **I can present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases and simple sentences.**

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

Examples

- I can _____
- 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.



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 MID

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

- I can present information about myself, my interests and my activities using a mixture of practiced or memorized words, phrases and simple sentences.

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

Examples

- I can _____
- 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 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.

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

- 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.

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

Examples

- I can _____
- 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.

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

- I can present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases and simple sentences.

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

Examples

- I can _____
- 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, food, historical figures or sports based on pictures or photos.