




## NCSSFL-ACTFL CAN-DO STATEMENTS

# PROFICIENCY BENCHMARKS



**NOVICE**  
PROFICIENCY BENCHMARK

**INTERMEDIATE**  
PROFICIENCY BENCHMARK

### COMMUNICATION

 <p>INTERPRETIVE</p>	<p><b>I can</b> 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.</p>	<p><b>I can</b> 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.</p>
 <p>INTERPERSONAL</p>	<p><b>I can</b> 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.</p>	<p><b>I can</b> 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.</p>
 <p>PRESENTATIONAL</p>	<p><b>I can</b> 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.</p>	<p><b>I can</b> communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.</p>

### INTERCULTURAL COMMUNICATION

 <p>INVESTIGATE</p>	<p>In my own and other cultures <b>I can</b> identify products and practices to help me understand perspectives.</p>	<p>In my own and other cultures <b>I can</b> make comparisons between products and practices to help me understand perspectives.</p>
 <p>INTERACT</p>	<p><b>I can</b> interact at a survival level in some familiar everyday contexts.</p>	<p><b>I can</b> interact at a functional level in some familiar contexts.</p>



# INTERPRETIVE COMMUNICATION

## PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

### NOVICE

#### 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.

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

#### PERFORMANCE INDICATORS

##### NOVICE LOW

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

##### NOVICE MID

**I can** identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in informational texts.

##### NOVICE HIGH

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

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

#### PERFORMANCE INDICATORS

##### NOVICE LOW

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

##### NOVICE MID

**I can** identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in fictional texts.

##### NOVICE HIGH

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

*What can I understand, interpret or analyze in conversations and discussions?*

#### PERFORMANCE INDICATORS

##### NOVICE LOW

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

##### NOVICE MID

**I can** identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in conversations.

##### NOVICE HIGH

**I can** understand familiar questions and statements from simple sentences in conversations.



## INTERPERSONAL COMMUNICATION

### PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

## NOVICE

#### 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.

#### *How can I exchange information and ideas in conversations?*

#### PERFORMANCE INDICATORS

##### NOVICE LOW

**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.

##### NOVICE MID

**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.

##### NOVICE HIGH

**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.

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

#### PERFORMANCE INDICATORS

##### NOVICE LOW

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

##### NOVICE MID

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

##### NOVICE HIGH

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

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

#### PERFORMANCE INDICATORS

##### NOVICE LOW

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

##### NOVICE MID

**I can** express my own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, and questions.

##### NOVICE HIGH

**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.



## PRESENTATIONAL COMMUNICATION

### PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

## NOVICE

### 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.

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

### PERFORMANCE INDICATORS

#### NOVICE LOW

**I can** introduce myself using practiced or memorized words and phrases, with the help of gestures or visuals.

#### NOVICE MID

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

#### NOVICE HIGH

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

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

### PERFORMANCE INDICATORS

#### NOVICE LOW

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

#### NOVICE MID

**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

#### NOVICE HIGH

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

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

### PERFORMANCE INDICATORS

#### NOVICE LOW

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

#### NOVICE MID

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

#### NOVICE HIGH

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

## INTERCULTURAL COMMUNICATION

### PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS



#### NOVICE

#### INTERMEDIATE

	PROFICIENCY BENCHMARK	PROFICIENCY BENCHMARK
<b>INVESTIGATE</b> Investigate Products And Practices To Understand Cultural Perspectives	In my own and other cultures <b>I can</b> identify products and practices to help me understand perspectives.	In my own and other cultures <b>I can</b> make comparisons between products and practices to help me understand perspectives.

	PERFORMANCE INDICATORS	PERFORMANCE INDICATORS
<b>PRODUCTS</b>	In my own and other cultures <b>I can</b> identify some typical products related to familiar everyday life.	In my own and other cultures <b>I can</b> compare products related to everyday life and personal interests or studies.
<b>PRACTICES</b>	In my own and other cultures <b>I can</b> identify some typical practices related to familiar everyday life.	In my own and other cultures <b>I can</b> compare practices related to everyday life and personal interests or studies.



	PROFICIENCY BENCHMARK	PROFICIENCY BENCHMARK
<b>INTERACT</b> Interact With Others In And From Another Culture	<b>I can</b> interact at a survival level in some familiar everyday contexts.	<b>I can</b> interact at a functional level in some familiar contexts.

	PERFORMANCE INDICATORS	PERFORMANCE INDICATORS
<b>LANGUAGE</b>	<b>I can</b> communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness.	<b>I can</b> converse with peers from the target culture in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences.
<b>BEHAVIOR</b>	<b>I can</b> use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.	<b>I can</b> recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders.



# INTERPRETIVE COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

## NOVICE

### 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.

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

### PERFORMANCE INDICATORS

#### NOVICE LOW

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

#### NOVICE MID

**I can** identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in informational texts.

#### NOVICE HIGH

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

**EXAMPLES:** Written

#### NOVICE LOW

**I can...** *(customize with specific content).*

**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.

#### NOVICE MID

**I can...** *(customize with specific content).*

**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 what information is provided on a student ID card.

**I can** understand subject-specific terms on a word wall.

#### NOVICE HIGH

**I can...** *(customize with specific content).*

**I can** follow directions in a Scavenger Hunt game

**I can** understand a variety of simple messages on greeting cards.

**I can** select a movie based on a short description.

**I can** understand someone's profile on a social media site.

**I can** understand some facts about the weather especially when weather symbols are used.

**EXAMPLES:** Spoken, Viewed or Signed

#### NOVICE LOW

**I can...** *(customize with specific content).*

**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.

#### NOVICE MID

**I can...** *(customize with specific content).*

**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 class.

**I can** recognize some weather expressions in a forecast.

#### NOVICE HIGH

**I can...** *(customize with specific content).*

**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.



# INTERPRETIVE COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

## NOVICE

### 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.

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

### PERFORMANCE INDICATORS

#### NOVICE LOW

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

#### NOVICE MID

**I can** identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in fictional texts.

#### NOVICE HIGH

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

**EXAMPLES:** Written

#### NOVICE LOW

**I can...** *(customize with specific content).*  
**I can** recognize a few individual written words in the title of a story.  
**I can** recognize a few individual written 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.

#### NOVICE MID

**I can...** *(customize with specific content).*  
**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 song's common one-line refrain.

#### NOVICE HIGH

**I can...** *(customize with specific content).*  
**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.

**EXAMPLES:** Spoken, Viewed or Signed

#### NOVICE LOW

**I can...** *(customize with specific content).*  
**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.

#### NOVICE MID

**I can...** *(customize with specific content).*  
**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 poem.  
**I can** recognize some events from a cartoon.  
**I can** recognize a song's common one-line refrain.

#### NOVICE HIGH

**I can...** *(customize with specific content).*  
**I can** identify where and when a read aloud story takes place.  
**I can** identify how to get to the next level when playing a video game.  
**I can** identify some of the events in a videostreamed show.  
**I can** identify some of the traits of a superhero described in video comic books.  
**I can** identify some actions described in a scene from a movie.



# INTERPRETIVE COMMUNICATION

## PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

### NOVICE

#### 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.

*What can I understand, interpret or analyze in conversations and discussions?*

#### PERFORMANCE INDICATORS

##### NOVICE LOW

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

##### NOVICE MID

**I can** identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in conversations.

##### NOVICE HIGH

**I can** understand familiar questions and statements from simple sentences in conversations.

**EXAMPLES:** Written

##### NOVICE LOW

**I can...** *(customize with specific content).*  
**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.  
**I can** understand a text conversation among teammates about a sporting event.

##### NOVICE MID

**I can...** *(customize with specific content).*  
**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.

##### NOVICE HIGH

**I can...** *(customize with specific content).*  
**I can** understand someone's simple descriptions of a photo on Instagram.  
**I can** understand questions about class schedules in a text message.  
**I can** understand simple feedback on a homework assignment.  
**I can** understand simple questions about family in correspondence among an e-pals.  
**I can** understand simple questions in a chat room.

**EXAMPLES:** Spoken, Viewed or Signed

##### NOVICE LOW

**I can...** *(customize with specific content).*  
**I can** recognize when greetings and leave-taking are expressed.  
**I can** recognize peoples' 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.

##### NOVICE MID

**I can...** *(customize with specific content).*  
**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 spoken statement and question in peoples' conversations.

##### NOVICE HIGH

**I can...** *(customize with specific content).*  
**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.





# INTERPERSONAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

## NOVICE

### 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.

*How can I exchange information and ideas in conversations?*

### PERFORMANCE INDICATORS

#### NOVICE LOW

**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.

#### NOVICE MID

**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.

#### NOVICE HIGH

**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.

### EXAMPLES: Speaking/Listening or Signing

#### NOVICE LOW

- I can...** (customize with specific content).
- 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.

#### NOVICE MID

- I can...** (customize with specific content).
- I can** ask who, what, where, or when questions about a party.
  - I can** respond to a math question reciting a simple mathematical operation (e.g., 2 times 3 is 6).
  - I can** contribute to a conversation about music styles by giving an example of a style I like.
  - I can** share the time and date of an upcoming community event.
  - I can** interact with a partner to complete a "fill-in-the-blank" worksheet in a science class.

#### NOVICE HIGH

- I can...** (customize with specific content).
- 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 a scientific infographic.
  - I can** contribute to a conversation about a story by identifying who, what, when, and where.
  - I can** ask and answer questions about a job opening.

### EXAMPLES: Writing/Reading

#### NOVICE LOW

- I can...** (customize with specific content).
- I can** respond to personal questions such as my name, age, or family 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 and 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.

#### NOVICE MID

- I can...** (customize with specific content).
- 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.

#### NOVICE HIGH

- I can...** (customize with specific content).
- I can** exchange information about what I do for fun with an ePal.
  - 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.



# INTERPERSONAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

## NOVICE

### 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.

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

### PERFORMANCE INDICATORS

#### NOVICE LOW

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

#### NOVICE MID

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

#### NOVICE HIGH

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

**EXAMPLES:** Speaking/Listening or Signing

#### NOVICE LOW

**I can...** (customize with specific content).

- 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 whether or not I understand them.
- I can** say how much money I need to pay for my lunch.

#### NOVICE MID

**I can...** (customize with specific content).

- I can** introduce someone else and ask related questions.
- I can** say that I am hungry, cold, or tired and ask others.
- I can** ask and answer questions about homework.
- I can** politely ask someone to repeat something I did not understand.
- I can** ask and understand how much something costs.

#### NOVICE HIGH

**I can...** (customize with specific content).

- 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.

**EXAMPLES:** Writing/Reading

#### NOVICE LOW

**I can...** (customize with specific content).

- 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.

#### NOVICE MID

**I can...** (customize with specific content).

- 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/time for an appointment.
- I can** ask questions to the online sales rep about an item.
- I can** participate in an online exchange to get ready for an upcoming trip.

#### NOVICE HIGH

**I can...** (customize with specific content).

- 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.
- I can** exchange information with a doctor's office to prepare for an upcoming appointment.



# INTERPERSONAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

## NOVICE

### 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.

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

### PERFORMANCE INDICATORS

#### NOVICE LOW

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

#### NOVICE MID

**I can** express my own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, and questions.

#### NOVICE HIGH

**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.

### EXAMPLES: Speaking/Listening or Signing

#### NOVICE LOW

**I can...** *(customize with specific content).*  
**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 MID

**I can...** *(customize with specific content).*  
**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.

#### NOVICE HIGH

**I can...** *(customize with specific content).*  
**I can** exchange with others some ideas about ways to stay healthy.  
**I can** exchange recommendations about the best apps for different purposes.  
**I can** interact with friends to identify 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.

### EXAMPLES: Writing/Reading

#### NOVICE LOW

**I can...** *(customize with specific content).*  
**I can** respond to a social media site 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 on an online survey.  
**I can** complete a simple survey to identify what I like and don't like about a store or service.

#### NOVICE MID

**I can...** *(customize with specific content).*  
**I can** choose answers on 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 HIGH

**I can...** *(customize with specific content).*  
**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 with visitors on a shared Wiki preferences of things to do.  
**I can** add my comments to those of others about something I read on a forum about sports.  
**I can** exchange preferences in video games on a gaming site.



# PRESENTATIONAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

## NOVICE

### 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.

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

### PERFORMANCE INDICATORS

#### NOVICE LOW

**I can** introduce myself using practiced or memorized words and phrases, with the help of gestures or visuals.

#### NOVICE MID

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

#### NOVICE HIGH

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

### EXAMPLES: Speaking or Signing

#### NOVICE LOW

- I can...** *(customize with specific content).*
- 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.

#### NOVICE MID

- I can...** *(customize with specific content).*
- 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.

#### NOVICE HIGH

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

### EXAMPLES: Writing

#### NOVICE LOW

- I can...** *(customize with specific content).*
- 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.

#### NOVICE MID

- I can...** *(customize with specific content).*
- 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.

#### NOVICE HIGH

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



# PRESENTATIONAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

## NOVICE

### 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.

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

### PERFORMANCE INDICATORS

#### NOVICE LOW

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

#### NOVICE MID

**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

#### NOVICE HIGH

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

### EXAMPLES: Speaking or Signing

#### NOVICE LOW

- I can...** *(customize with specific content).*
- 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 which I enjoy.

#### NOVICE MID

- I can...** *(customize with specific content).*
- 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 actor or author I like the best.
- I can** say which school subjects are my most and least favorite.

#### NOVICE HIGH

- I can...** *(customize with specific content).*
- 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.

### EXAMPLES: Writing

#### NOVICE LOW

- I can...** *(customize with specific content).*
- 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 create a survey for my peers.

#### NOVICE MID

- I can...** *(customize with specific content).*
- 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.

#### NOVICE HIGH

- I can...** *(customize with specific content).*
- I can** recommend places to experience a variety of art and music styles.
- I can** write about others' likes and dislikes in order 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.



## PRESENTATIONAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

### NOVICE

#### 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.

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

#### PERFORMANCE INDICATORS

##### NOVICE LOW

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

##### NOVICE MID

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

##### NOVICE HIGH

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

#### EXAMPLES: Speaking or Signing

##### NOVICE LOW

**I can...** (customize with specific content).

**I can** name items I see every day.

**I can** name some countries on a map when planning a trip.

**I can** name some famous landmarks and people.

**I can** say numbers from 1-10.

**I can** say the date and the day of the week.

##### NOVICE MID

**I can...** (customize with specific content).

**I can** give some simple information about my classroom or school.

**I can** give some simple information about animals, foods or sports based on pictures or photos.

**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 historical figures based on pictures or photos.

##### NOVICE HIGH

**I can...** (customize with specific content).

**I can** identify some elements of a classroom, a school schedule or levels of schooling.

**I can** present information on something I learned about in a class or at work.

**I can** describe a simple process such as how to make something or the steps of a science experiment.

**I can** describe a simple routine such as getting lunch in a cafeteria or restaurant.

**I can** give simple directions to a nearby location.

#### EXAMPLES: Writing

##### NOVICE LOW

**I can...** (customize with specific content).

**I can** label familiar people, places, and objects in pictures and posters.

**I can** fill out a simple form with my name, address, phone number, birth date, and nationality.

**I can** copy a simple phrase like "Happy Birthday," "Happy Holidays," etc.

**I can** write the names of places on a map.

**I can** list items I see every day.

##### NOVICE MID

**I can...** (customize with specific content).

**I can** write some simple information about my classroom or school.

**I can** write some simple details about animals, foods, historical figures, or sports based on pictures or photos.

**I can** list my daily activities.

**I can** write a to-do list.

**I can** fill out a simple schedule.

##### NOVICE HIGH

**I can...** (customize with specific content).

**I can** identify in writing some elements of a classroom, a school schedule, or levels of schooling.

**I can** write a simple process such as how to solve a math problem.

**I can** write simple captions for pictures or photos.

**I can** write simple directions to a nearby location.

**I can** write an email requesting more information about something I found online such as a local event or student organization.



# INTERCULTURAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

## NOVICE

<b>INVESTIGATE</b>  Investigate Products And Practices To Understand Cultural Perspectives	PROFICIENCY BENCHMARK	
	In my own and other cultures <b>I can</b> identify products and practices to help me understand perspectives.	
	PERFORMANCE INDICATORS	
	<b>PRODUCTS</b>	In my own and other cultures <b>I can</b> identify some typical products related to familiar everyday life.
	<b>PRACTICES</b>	In my own and other cultures <b>I can</b> identify some typical practices related to familiar everyday life.
<b>INTERACT</b>  Interact With Others In And From Another Culture	PROFICIENCY BENCHMARK	
	<b>I can</b> interact at a survival level in some familiar everyday contexts.	
	PERFORMANCE INDICATORS	
	<b>LANGUAGE</b>	<b>I can</b> communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness.
	<b>BEHAVIOR</b>	<b>I can</b> use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.

### EXAMPLES: Linking Investigation and Interaction

*I can... (customize with specific content).*

INVESTIGATE	In my own and other cultures <b>I can</b> identify locations to buy something and how culture affects where people shop.
INTERACT	<b>I can</b> use rehearsed behaviors when shopping in a familiar type of store.
INVESTIGATE	In my own and other cultures <b>I can</b> identify familiar landmarks and monuments and what they represent to people.
INTERACT	<b>I can</b> act appropriately when purchasing an entrance ticket to a landmark or historical site.
INVESTIGATE	In my own and other cultures <b>I can</b> identify some elements of a classroom, a school schedule, or levels of schooling and how they reflect the culture.
INTERACT	<b>I can</b> answer simple questions about my study abroad plans.
INVESTIGATE	In my own and other cultures <b>I can</b> interpret simple schedules and consider how people think about time.
INTERACT	<b>I can</b> schedule a call or video conference with a peer in the target culture with awareness of time differences and the other's schedules.
INVESTIGATE	In my own and other cultures <b>I can</b> identify some artists and musicians, their styles and contributions.
INTERACT	<b>I can</b> recommend sites to experience a variety of local art and music styles.
INVESTIGATE	In my own and other cultures <b>I can</b> identify geographical forms and how they affect a country's natural resources.
INTERACT	<b>I can</b> work with a peer in another culture to create a digital presentation on each country's natural resources.
INVESTIGATE	In my own and other cultures <b>I can</b> identify examples of entertainment, social media and literature and peoples' attitudes toward them.
INTERACT	<b>I can</b> use some Internet slang abbreviations to communicate a short message through social media.
INVESTIGATE	In my own and other cultures <b>I can</b> identify some products that reveal a stereotype or exaggerated view of a culture.
INTERACT	<b>I can</b> work with a peer in the target culture to create posters exposing stereotyped images of each others' countries.
INVESTIGATE	In my own and other cultures <b>I can</b> identify some traditional products and show how and why they are globalized such as fast food, jeans, or social media.
INTERACT	<b>I can</b> share with peers in another culture restaurants and foods that might be familiar to them.



# INTERCULTURAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

## NOVICE

<b>INVESTIGATE</b>  Investigate Products And Practices To Understand Cultural Perspectives	<b>PROFICIENCY BENCHMARK</b> In my own and other cultures <b>I can</b> identify products and practices to help me understand perspectives.	
	<b>PERFORMANCE INDICATORS</b>	
	<b>PRODUCTS</b>	In my own and other cultures <b>I can</b> identify some typical products related to familiar everyday life.
	<b>PRACTICES</b>	In my own and other cultures <b>I can</b> identify some typical practices related to familiar everyday life.
<b>INTERACT</b>  Interact With Others In And From Another Culture	<b>PROFICIENCY BENCHMARK</b> <b>I can</b> interact at a survival level in some familiar everyday contexts.	
	<b>PERFORMANCE INDICATORS</b>	
	<b>LANGUAGE</b>	<b>I can</b> communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness.
	<b>BEHAVIOR</b>	<b>I can</b> use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.

### EXAMPLES: Linking Investigation and Interaction

*I can... (customize with specific content).*

INVESTIGATE	In my own and other cultures <b>I can</b> identify social practices such as greetings, introductions, leave-taking and thanking people.
INTERACT	<b>I can</b> greet and take leave from someone using polite rehearsed behaviors.
INVESTIGATE	In my own and other cultures <b>I can</b> identify whom people consider to be part of their family.
INTERACT	<b>I can</b> appropriately address members of a family who represent different generations and genders.
INVESTIGATE	In my own and other cultures <b>I can</b> identify how people count and measure.
INTERACT	<b>I can</b> work with a target language peer and use math skills to compare the area of our living spaces.
INVESTIGATE	In my own and other cultures <b>I can</b> identify how, what and why people eat what they do.
INTERACT	<b>I can</b> act appropriately when obtaining food in familiar situations, such as grocery shopping or eating in a restaurant.
INVESTIGATE	In my own and other cultures <b>I can</b> identify how people use their free time and why.
INTERACT	<b>I can</b> participate in a sport with peers of the target culture by observing and imitating them.
INVESTIGATE	In my own and other cultures <b>I can</b> identify how people celebrate local and national holidays or festivals.
INTERACT	<b>I can</b> observe and imitate appropriate behaviors at a holiday or festival celebration.
INVESTIGATE	In my own and other cultures <b>I can</b> identify how people travel from one place to another, such as driving, taking the train or riding a bike, and why they choose to travel this way.
INTERACT	<b>I can</b> access simple information about transportation options based on my location.
INVESTIGATE	In my own and other cultures <b>I can</b> identify how culture is reflected in currencies.
INTERACT	<b>I can</b> use rehearsed behaviors when purchasing items in a familiar setting.
INVESTIGATE	In my own and other cultures <b>I can</b> identify some traditional practices and tell how and why they are globalized, such as the way people dress, length of school/workday or meal times.
INTERACT	<b>I can</b> select clothing that fits in with what others are wearing.