NCSSFL-ACTFL CAN-DO STATEMENTS

For Use With LinguaFolio®

Intermediate Mid

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INTERMEDIATE MID

INSTRUCTIONS

The NCSSFL-ACTFL Can-Do **Benchmarks** are *italicized* and are followed by specific Can-Do **Indicators** in **bold**. The indicators break down the benchmarks into smaller steps. Directly below the can-do learning indicators is a bulleted list of **Examples** that illustrate and make transparent what such expectations might look like. Benchmarks and indicators are aligned to ACTFL proficiency levels and sublevels and as such should **NOT** be modified. The blank can-do statement is designed for that purpose – to personalize learning targets that illustrate your language skills and performance.

Each statement should be assessed separately to identify a level of proficiency.

Self-Assessment Statement	Explanation
This is my goal.	This is something that I want to be able to do.
I can do this with help.	I am able to do this when prompted, when someone provides a word or hint, or after multiple tries.
I can do this consistently.	I have done this numerous times, comfortably and independently, without hesitation.
I have provided evidence to demonstrate this	Since I can do this without much effort, I have provided proof by sharing samples of my work that demonstrate this goal.

These self-assessment statements are provided to help you understand and document what you can do with the language that you are learning in each of the three modes of communication: interpretive, interpersonal and presentational.

- The **interpretive mode*** describes how you interpret meaning from hearing, reading or viewing the language in a variety of ways (e.g. voice mail, podcasts, lyrics, television, stories, books, public announcements, etc.).

- The **interpersonal mode** describes how you engage in direct oral, written or signed communication with others (e.g. face-to-face conversations, online discussions or video conferences, emails, text messaging, etc.).

- The **presentational mode** describes how you speak, write or sign to a variety of audiences (e.g. leaving a voice message, making a presentation, giving directions to a group, delivering a speech, etc.).

*** What elements of literacy lead to higher levels of understanding in the Interpretive Mode?*

Learners move along the proficiency continuum at different speeds in listening, reading or viewing. Learners bring prior skills and experience in L1 and L2 to the Interpretive mode. Factors that impact how well learners understand texts include:

a) *text complexity or length*
b) *familiarity with topic and background*
c) *knowledgeability to use literacy strategies such as recognizing key words, detecting the main idea, identifying supporting details, noting organizational features, guessing meaning from context, identifying logical inferences, identifying the author's perspective and cultural perspectives/norms.*

INTERMEDIATE MID

Intermediate Benchmark
Interpretive Listening or Viewing

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.

	This is my goal.	I can do this with help.	I can do this consistently.	I have provided evidence to demonstrate this.

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

I can understand the main idea and key information in short straightforward informational texts.

Examples
- I can_____
- 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 a simple 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.

✓ (This is my goal.)

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

I can understand the main idea and key information in short straightforward fictional texts.

Examples
- I can_____
- I can identify the beginning, middle and end of an audio short story.
- I can identify the main conflict in a live performance of a play.
- I can understand the motives of the antagonist in a thriller.
- I can identify the main idea of a simple poem at a poetry slam.
- I can understand the meaning of the refrain of a simple song.

✓ (This is my goal.)

What can I understand, interpret or analyze in discussions I hear or view, in which I am not a participant?

I can identify the main idea and key information in short straightforward conversations.

Examples
- I can_____
- 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 decisions for a collaborative project.
- I can understand a conversation about the cost and availability of an item between a customer and a salesperson.

✓ (This is my goal.)

INTERMEDIATE MID

Intermediate Benchmark
Interpretive Reading

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.

	This is my goal.	I can do this with help.	I can do this consistently.	I have provided evidence to demonstrate this.

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

I can understand the main idea and key information in short straightforward informational texts.

Examples
- I can_____
- 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.

✓ (This is my goal.)

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

I can understand the main idea and key information in short straightforward fictional texts.

Examples
- I can_____
- I can identify the beginning, middle and end of a 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.

✓ (This is my goal.)

What can I understand, interpret or analyze in discussions I read, in which I am not a participant?

I can identify the main idea and key information in short straightforward conversations.

Examples
- I can_____
- 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.
- I can understand a virtual conversation to plan a collaborative project.

✓ (This is my goal.)

INTERMEDIATE MID

Intermediate Benchmark **Interpersonal Listening/Speaking or Signing** *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.*	This is my goal.	I can do this with help.	I can do this consistently.	I have provided evidence to demonstrate this.
How can I exchange information and ideas in conversations?				
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. **Examples** • I can_____ • 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.	✓			
How can I meet my needs or address situations in conversations?				
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. **Examples** • I can_____ • 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.	✓			
How can I express, react to and support preferences and opinions in conversations?				
I can exchange preferences, feelings, or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and asking a variety of follow-up questions. **Examples** • I can_____ • 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 original 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.	✓			

INTERMEDIATE MID

	This is my goal.	I can do this with help.	I can do this consistently.	I have provided evidence to demonstrate this.
Intermediate Benchmark **Interpersonal Reading/Writing** *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.*				

How can I exchange information and ideas in conversations?

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. **Examples** • I can_____ • I can exchange information in an online forum about how I celebrate my national holiday. • I can compare different mapping apps with people in blog comments. • I can respond to other people's posting about ways to stay healthy. • I can exchange blog posts about raising money for a cause. • I can collaborate online with my partner to identify ways to conserve water.	✓			

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

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. **Examples** • I can_____ • 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.	✓			

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

I can exchange preferences, feelings, or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and asking a variety of follow-up questions. **Examples** • I can_____ • I can participate in an online discussion where people react to opportunities for part-time jobs. • 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.	✓			

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Intermediate Benchmark
Presentational Speaking or Signing

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.

	This is my goal.	I can do this with help.	I can do this consistently.	I have provided evidence to demonstrate this.

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

I can tell a story about my life, activities, events and other social experiences, using sentences and series of connected sentences.

Examples
- I can_____
- 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.

✓ (This is my goal.)

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

I can express my preferences on familiar and everyday topics of Interest and explain why I feel that way, using simple sentences.

Examples
- I can_____
- 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 related to a current event and give specific reasons to support my opinion of the event, using evidence I have researched.

✓ (This is my goal.)

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

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.

Examples
- I can_____
- 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.

✓ (This is my goal.)

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Intermediate Benchmark **Presentational Writing** *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.*	This is my goal.	I can do this with help.	I can do this consistently.	I have provided evidence to demonstrate this.
How can I present information to narrate about my life, experiences and events?				
I can tell a story about my life, activities, events and other social experiences, using sentences and series of connected sentences. **Examples** • I can_____ • I can write my plans for an upcoming family or social event. • I can write about common events and daily routines at school or in my place of work. • I can write about an experience related to my lifestyle 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.	✓			
How can I present information to give a preference, opinion or persuasive argument?				
I can express my preferences on familiar and everyday topics of Interest and explain why I feel that way, using simple sentences. **Examples** • I can_____ • I can write a simple review of an artwork or song and give specific reasons to support my opinion. • I can write a short autobiographical statement for a competitive 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 on a blog or discussion forum. • I can write a short opinion statement about a current event I have researched.	✓			
How can I present information to inform, describe or explain?				
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. **Examples** • I can_____ • 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 club or other meeting.	✓			