NCSSFL-ACTFL CAN-DO STATEMENTS

For Use With LinguaFolio®

Novice High

NOVICE HIGH

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.

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Novice Benchmark

Interpretive Listening or Viewing

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.

	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 or interpret in authentic informational texts that I hear or view?				
I can identify the topic and some isolated facts from simple sentences in informational texts. **Examples** • I can_____ • 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 friends' 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.			✓	
What can I understand or interpret in authentic fictional texts that I hear or view?				
I can identify the topic and some isolated elements from simple sentences in short fictional texts. **Examples** • I can_____ • 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 movie scene.			✓	
What can I understand or interpret in conversations or discussions that I hear or view, in which I am not a participant?				
I can understand familiar questions and simple sentences in conversations. **Examples** • I can_____ • 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.		✓		

NOVICE HIGH

Novice Benchmark

Interpretive Reading

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.

	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 or interpret in authentic informational texts that I read?				
I can identify the topic and some isolated facts from simple sentences in informational texts. **Examples** • I can_____ • I can follow directions in a Scavenger Hunt game. • I can understand a variety of simple messages on greeting cards. • I can understand someone's profile on a social media site. • I can select a movie based on a short description. • I can understand some facts about the weather, especially when weather symbols are used.			✓	
What can I understand or interpret in authentic fictional texts that I read?				
I can identify the topic and some isolated elements from simple sentences in short fictional texts. **Examples** • I can_____ • 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.			✓	
What can I understand or interpret in conversations or discussions that I read, in which I am not a participant?				
I can understand familiar questions and simple sentences in conversations. **Examples** • I can_____ • I can understand someone's simple description of a photo on Instagram. • I can understand questions about class schedules in a group text message. • I can understand simple feedback on a homework assignment. • I can understand simple questions about family in correspondence among ePals. • I can understand simple questions in a forum discussion.		✓		

NOVICE HIGH

Novice Benchmark

Interpersonal Listening/Speaking or Signing

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.

	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 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** • I can_____ • I can exchange information about things to do in my town. • I can exchange information about which classes are harder or easier than others and why. • I can ask and respond to some simple questions about an infographic. • I can contribute to a conversation about a story by identifying who, what, where and when. • I can ask and answer questions about a job opening.	✓			
How can I meet my needs in conversations?				
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** • I can_____ • 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.	✓			
How can I express and react to preferences and opinions in conversations?				
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** • I can_____ • I can exchange recommendations about the best apps for different purposes. • I can interact with friends to identify the kinds of photos I think are appropriate to post on social media. • I can compare schedules with a friend to identify who has a harder week ahead. • I can exchange opinions about my school's cafeteria food. • I can exchange with others some ideas about ways to stay healthy.	✓			

NOVICE HIGH

Novice Benchmark
Interpersonal Reading/Writing

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.

	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 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** • I can_____ • I can exchange information with an e-Pal about what I do for fun. • I can exchange texts with a friend about local music venues. • I can respond to an email about a sporting event I attended. • I can write a response to an e-card greeting. • I can exchange information about the latest video game in an online chat.		✓		
How can I meet my needs in conversations?				
I can interact with others to meet my basic needs related to routine everyday activities, using simple sentences and questions most of of the time. **Examples** • I can_____ • 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 answers my friend's questions. • I can exchange messages to set up the steps for an experiment or project. • I can exchange information with a doctor's office to prepare for an upcoming appointment.	✓			
How can I express and react to preferences and opinions in conversations?				
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** • I can_____ • I can craft a response to a blog post about movie recommendations. • I can ask and react to a friend's post on a social media site. • I can exchange preferences of things to do with visitors on a shared Wiki. • I can add my comments to those of others about something I read on a forum about sports. • I can exchange preferences about video games on a gaming site.	✓			

NOVICE HIGH

Novice Benchmark

Presentational Speaking or Signing

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.

	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 present personal information about my life and activities, using simple sentences most of the time. **Examples** • I can_____ • 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.	✓			
How can I present information to give a preference or opinion?				
I can express my preferences on familiar and everyday topics of interest, using simple sentences most of the time. **Examples** • I can_____ • 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.		✓		
How can I present information to inform or describe?				
I can present on familiar and everyday topics, using simple sentences most of the time. **Examples** • I can_____ • 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 routine such as getting lunch in a cafeteria or restaurant. • I can give simple directions to a nearby location. • I can describe a simple process such as how to make something or the steps of a science experiment.		✓		

NOVICE HIGH

Novice Benchmark
Presentational Writing

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.

	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 present personal information about my life and activities, using simple sentences most of the time. **Examples** • I can_____ • I can identify whom I and people in other cultures consider 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 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.		✓		
How can I present information to give a preference or opinion?				
I can express my preferences on familiar and everyday topics of interest, using simple sentences most of the time. **Examples** • I can_____ • I can recommend places to experience a variety of art and music styles. • I can write about others' likes and dislikes to form a team or work group. • I can create a slogan and short description for an advertisement. • I can write a description of my favorite character from a story. • I can make a simple poster to campaign for a person or event.		✓		
How can I present information to inform or describe?				
I can present on familiar and everyday topics, using simple sentences most of the time. **Examples** • I can_____ • I can identify in writing some elements of a classroom, school schedule or levels or schooling in my own and other cultures. • I can write simple captions for pictures or photos. • I can write simple directions to a nearby location. • I can write a simple process such as how to solve a math problem. • I can write an email requesting more information about something found online such as a local event or student organization.	✓			