PROFICIENCY BENCHMARKS

	NOVICE PROFICIENCY BENCHMARK	**INTERMEDIATE** PROFICIENCY BENCHMARK
COMMUNICATION		
INTERPRETIVE	*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.	*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.
INTERPERSONAL	*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.	*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.
PRESENTATIONAL	*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.	*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.
INTERCULTURAL COMMUNICATION		
INVESTIGATE	In my own and other cultures *I can* identify products and practices to help me understand perspectives.	In my own and other cultures *I can* make comparisons between products and practices to help me understand perspectives.
INTERACT	*I can* interact at a survival level in some familiar everyday contexts.	*I can* interact at a functional level in some familiar contexts.

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** that I hear, read or view?

PERFORMANCE INDICATORS		
NOVICE LOW	**NOVICE MID**	**NOVICE HIGH**
I can identify memorized or familiar words when they are supported by gestures or visuals in informational texts.	*I can* identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in informational texts.	*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** that I hear, read or view?

PERFORMANCE INDICATORS		
NOVICE LOW	**NOVICE MID**	**NOVICE HIGH**
I can identify memorized or familiar words when they are supported by gestures or visuals in fictional texts.	*I can* identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in fictional texts.	*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** that I hear, read or view, in which I am not a participant?

PERFORMANCE INDICATORS		
NOVICE LOW	**NOVICE MID**	**NOVICE HIGH**
I can understand memorized or familiar words when they are supported by gestures or visuals in conversations.	*I can* identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in conversations.	*I can* understand familiar questions and statements from simple sentences in conversations.

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 knowledge

c) ability 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.

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	**NOVICE MID**	**NOVICE HIGH**
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.	*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.	*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	**NOVICE MID**	**NOVICE HIGH**
I can express some basic needs, using practiced or memorized words and phrases, with the help of gestures or visuals.	*I can* express basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.	*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	**NOVICE MID**	**NOVICE HIGH**
I can express basic preferences or feelings, using practiced or memorized words and phrases, with the help of gestures or visuals.	*I can* express my own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.	*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	**NOVICE MID**	**NOVICE HIGH**
I can introduce myself using practiced or memorized words and phrases, with the help of gestures or visuals.	*I can* present information about myself, my interests and my activities using a mixture of practiced or memorized words, phrases and simple sentences.	*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	**NOVICE MID**	**NOVICE HIGH**
I can express my likes and dislikes using practiced or memorized words and phrases, with the help of gestures or visuals.	*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	*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	**NOVICE MID**	**NOVICE HIGH**
I can name very familiar people, places, and objects using practiced or memorized words and phrases, with the help of gestures or visuals.	*I can* present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases and simple sentences.	*I can* present on familiar and everyday topics, using simple sentences most of the time.

INTERCULTURAL COMMUNICATION
PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

	NOVICE	**INTERMEDIATE**
INVESTIGATE Investigate Products And Practices To Understand Cultural Perspectives	**PROFICIENCY BENCHMARK** In my own and other cultures *I can* identify products and practices to help me understand perspectives.	**PROFICIENCY BENCHMARK** In my own and other cultures *I can* make comparisons between products and practices to help me understand perspectives.
	PERFORMANCE INDICATORS	**PERFORMANCE INDICATORS**
PRODUCTS	In my own and other cultures *I can* identify some typical products related to familiar everyday life.	In my own and other cultures *I can* compare products related to everyday life and personal interests or studies.
PRACTICES	In my own and other cultures *I can* identify some typical practices related to familiar everyday life.	In my own and other cultures *I can* compare practices related to everyday life and personal interests or studies.
INTERACT Interact With Others In And From Another Culture	**PROFICIENCY BENCHMARK** *I can* interact at a survival level in some familiar everyday contexts.	**PROFICIENCY BENCHMARK** *I can* interact at a functional level in some familiar contexts.
	PERFORMANCE INDICATORS	**PERFORMANCE INDICATORS**
LANGUAGE	*I can* communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness.	*I can* converse with peers from the target culture in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences.
BEHAVIOR	*I can* use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.	*I can* 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** that I hear, read or view?*

PERFORMANCE INDICATORS

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can identify memorized or familiar words when they are supported by gestures or visuals in informational texts.	*I can* identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in informational texts.	*I can* identify the topic and some isolated facts from simple sentences in informational texts.

EXAMPLES: Written

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can… (customize with specific content).	*I can… (customize with specific content).*	*I can… (customize with specific content).*
I can identify some locations or stores by their signs. ✓	*I can* identify nutritional categories on food labels.	*I can* follow directions in a Scavenger Hunt game
I can match a word or character in a headline to a supporting visual. ✓	*I can* identify names of classes and their locations on a class schedule. ✓	*I can* understand a variety of simple messages on greeting cards.
I can recognize some names of cities on a map. ✓	*I can* identify my departure and arrival times from a transportation schedule. ✓	*I can* select a movie based on a short description.
I can identify labeled aisles in a store. ✓	*I can* understand what information is provided on a student ID card. ✓	*I can* understand someone's profile on a social media site.
I can recognize the labels on a recycling bin. ✓	*I can* understand subject-specific terms on a word wall.	*I can* understand some facts about the weather especially when weather symbols are used.

EXAMPLES: Spoken, Viewed or Signed

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can… (customize with specific content).	*I can… (customize with specific content).*	*I can… (customize with specific content).*
I can recognize familiar names of people and places in a public announcement. ✓	*I can* understand the time announced for a store closing. ✓	*I can* understand the name of a product, the cost, and where to buy it from a radio ad.
I can understand simple directions to a familiar place. ✓	*I can* understand directions for setting the table.	*I can* understand who to pick up and where to take them from a friend's voicemail.
I can follow instructions for simple class routines. ✓	*I can* follow directions to fill out a simple graphic organizer.	*I can* follow a YouTube video on how to play a simple game.
I can understand names and titles when speakers are introduced. ✓	*I can* understand the names of the planets in a science class.	*I can* understand an emergency alert during a TV show.
I can understand a cell phone number. ✓	*I can* recognize some weather expressions in a forecast. ✓	*I can* understand when a sports announcer introduces the team players.

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 knowledge; and* **c**) *ability 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.*

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* that I hear, read or view?

PERFORMANCE INDICATORS

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can identify memorized or familiar words when they are supported by gestures or visuals in fictional texts.	*I can* identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in fictional texts.	*I can* identify the topic and some isolated elements from simple sentences in short fictional texts.

EXAMPLES: Written

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can… (customize with specific content).	*I can…* (customize with specific content).	*I can…* (customize with specific content).
I can recognize a few individual written words in the title of a story. ✓	*I can* identify some phrases describing a character in a story. ✓	*I can* identify the topic of a short story.
I can recognize a few individual written words in a picture book.	*I can* identify some phrases in captions from pictures in a book. ✓	*I can* identify the topic of a poem.
I can recognize a few individual words in a poem. ✓	*I can* recognize a familiar memorized line from a poem. ✓	*I can* identify some of the events in a fairy tale.
I can recognize a character's name in a folk tale.	*I can* recognize some events from a story timeline.	*I can* identify some of the traits of a superhero as described in a comic book.
I can recognize common opening and closing words of a fairy tale.	*I can* recognize a song's common one-line refrain. ✓	*I can* identify some actions described in a scene from a play.

EXAMPLES: Spoken, Viewed or Signed

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can… (customize with specific content).	*I can…* (customize with specific content).	*I can…* (customize with specific content).
I can recognize a few individual words of a read aloud story. ✓	*I can* identify some phrases describing a character in a story. ✓	*I can* identify where and when a read aloud story takes place.
I can recognize a few individual words in a read aloud poem. ✓	*I can* identify some phrases from a read aloud story. ✓	*I can* identify how to get to the next level when playing a video game.
I can recognize a character's name in a folk tale.✓	*I can* recognize a familiar memorized line from a poem. ✓	*I can* identify some of the events in a videostreamed show.
I can recognize common opening and closing words in oral storytelling.	*I can* recognize some events from a cartoon.	*I can* identify some of the traits of a superhero described in video comic books.
I can recognize a few familiar words from a music video.	*I can* recognize a song's common one-line refrain. ✓	*I can* identify some actions described in a scene from a movie.

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 knowledge; and **c**) ability 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.

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** that I hear, read or view, in which I am not a participant?*

PERFORMANCE INDICATORS

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can understand memorized or familiar words when they are supported by gestures or visuals in conversations.	*I can* identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in conversations.	*I can* understand familiar questions and statements from simple sentences in conversations.

EXAMPLES: Written

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can… (customize with specific content).	*I can… (customize with specific content).*	*I can… (customize with specific content).*
I can recognize names and titles in an email introduction. ✓	*I can* recognize dates in an email message. ✓	*I can* understand someone's simple descriptions of a photo on Instagram.
I can recognize familiar place names in a brochure. ✓	*I can* recognize very common abbreviations in a text message.	*I can* understand questions about class schedules in a text message.
I can recognize greetings and leave taking words in an email. ✓	*I can* recognize whether a correspondence is formal or informal. ✓	*I can* understand simple feedback on a homework assignment.
I can recognize salutation words in a business letter.	*I can* understand the time in a meeting request. ✓	*I can* understand simple questions about family in correspondence among an e-pals.
I can recognize question words in a text message. ✓	*I can* understand familiar directions on a mobile app. ✓	*I can* understand simple questions in a chat room.

EXAMPLES: Spoken, Viewed or Signed

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can… (customize with specific content).	*I can… (customize with specific content).*	*I can… (customize with specific content).*
I can recognize when greetings and leave-taking are expressed.	*I can* understand when someone asks a person's name. ✓	*I can* sometimes understand to whom people are directing their conversation.
I can recognize peoples' names and their titles when they are introduced. ✓	*I can* recognize a time or date when plans for an event are discussed. ✓	*I can* understand someone's simple descriptions of a photo.
I can recognize a few individual question words in a conversation among visitors in school. ✓	*I can* recognize some common expressions when people are discussing the weather. ✓	*I can* understand questions about someone's social schedule.
I can recognize familiar names of places discussed on a tour.	*I can* understand simple instructions given by a parent to a child on the playground.	*I can* understand simple compliments given to a hostess.
I can understand simple words of praise by a teacher to a student. ✓	*I can* understand the difference between a spoken statement and question in peoples' conversations. ✓	*I can* understand simple questions a guest asks about family.

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 knowledge; and **c**) ability 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.

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	**NOVICE MID**	**NOVICE HIGH**
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.	**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.	**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	**NOVICE MID**	**NOVICE HIGH**
I can… (customize with specific content).	*I can… (customize with specific content).*	*I can… (customize with specific content).*
I can introduce myself when I meet people. ✓	**I can** ask who, what, where, or when questions about a party. ✓	**I can** exchange information about things to do in my town.
I can answer questions about who is in my family. ✓	**I can** respond to a math question reciting a simple mathematical operation (e.g., 2 times 3 is 6).	**I can** exchange information about which classes are harder or easier than others and why.
I can answer questions about my favorite weekend activities. ✓	**I can** contribute to a conversation about music styles by giving an example of a style I like. ✓	**I can** ask and respond to some simple questions about a scientific infographic.
I can respond to a basic math question using numbers.	**I can** share the time and date of an upcoming community event.	**I can** contribute to a conversation about a story by identifying who, what, when, and where.
I can respond when asked to name the style of music I am playing. ✓	**I can** interact with a partner to complete a "fill-in-the-blank" worksheet in a science class. ✓	**I can** ask and answer questions about a job opening.

EXAMPLES: Writing/Reading

NOVICE LOW	**NOVICE MID**	**NOVICE HIGH**
I can… (customize with specific content).	*I can… (customize with specific content).*	*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** ask and answer questions about school, food, or hobbies in an online conversation. ✓	**I can** exchange information about what I do for fun with an ePal.
I can fill out an online form to provide my class schedule. ✓	**I can** text questions and answers about the type of restaurant we plan to go to tonight. ✓	**I can** exchange texts with a friend about local music venues.
I can fill in a chat box by answering who, what, where and or when questions.	**I can** respond to an e-invitation and ask questions about the event.	**I can** respond to an email about a sporting event I attended.
I can text a friend the time and day we plan to meet. ✓	**I can** write a post-it note in response to a discussion question.	**I can** write a response to an e-card greeting.
I can respond to a text message that asks where I am going. ✓	**I can** text a backroom chat response.	**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	NOVICE MID	NOVICE HIGH
I can express some basic needs, using practiced or memorized words and phrases, with the help of gestures or visuals.	*I can* express basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.	*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	NOVICE MID	NOVICE HIGH
I can… (customize with specific content).	*I can… (customize with specific content).*	*I can… (customize with specific content).*
I can tell someone my name. ✓	*I can* introduce someone else and ask related questions. ✓	*I can* ask for directions when I'm lost.
I can greet and take leave in a polite way. ✓	*I can* say that I am hungry, cold, or tired and ask others. ✓	*I can* interact with a partner to plan who will do what for an upcoming project, and when.
I can tell the customs official which countries I visited. ✓	*I can* ask and answer questions about homework. ✓	*I can* exchange advice to choose an outfit for an event.
I can tell someone whether or not I understand them. ✓	*I can* politely ask someone to repeat something I did not understand. ✓	*I can* confirm with my partner the time, place and reason for a meeting.
I can say how much money I need to pay for my lunch.	*I can* ask and understand how much something costs.	*I can* interact with a partner to decide whether to cancel an event given the weather forecast.

EXAMPLES: Writing/Reading

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can… (customize with specific content).	*I can… (customize with specific content).*	*I can… (customize with specific content).*
I can introduce myself on an online site. ✓	*I can* respond to online survey questions to say where I want to study abroad and when.	*I can* interact online to ask and answer questions about a homework assignment.
I can enter a word in an online Scrabble game.	*I can* add personalized birthday wishes to a friend on a social media site.	*I can* make plans for a picnic with others via text messages.
I can respond with the appropriate greeting to a text message.	*I can* respond to a text message asking for an alternative day/time for an appointment.	*I can* text my friend to bring me something from a restaurant and answer my friend's questions.
I can add happy birthday to a social media post. ✓	*I can* ask questions to the online sales rep about an item.	*I can* exchange messages to set up the steps for an experiment.
I can reply to a message asking the price for a service.	*I can* participate in an online exchange to get ready for an upcoming trip.	*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	NOVICE MID	NOVICE HIGH
I can express basic preferences or feelings, using practiced or memorized words and phrases, with the help of gestures or visuals.	*I can* express my own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.	*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	NOVICE MID	NOVICE HIGH
I can… (customize with specific content).	*I can… (customize with specific content).*	*I can… (customize with specific content).*
I can say if I feel well, so-so, or sick. ✓	*I can* exchange preferences with my friends about our likes and dislikes. ✓	*I can* exchange with others some ideas about ways to stay healthy.
I can identify my favorite people, places, or things from a list. ✓	*I can* ask and answer questions about what kinds of chores are easier or more enjoyable.	*I can* exchange recommendations about the best apps for different purposes.
I can say what sport I play. ✓	*I can* add to a conversation what I like and dislike about having a pet. ✓	*I can* interact with friends to identify kinds of photos I think are appropriate to post on social media.
I can say what food I like or dislike. ✓	*I can* exchange preferences about which subjects I like or dislike. ✓	*I can* compare schedules with a friend to identify who has a harder week ahead.
I can say if I agree with someone about basic preferences. ✓	*I can* ask and answer questions about favorite singers.	*I can* exchange opinions about my school's cafeteria food.

EXAMPLES: Writing/Reading

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can… (customize with specific content).	*I can… (customize with specific content).*	*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* choose answers on an online personality survey.	*I can* craft a response to a blog post about movie recommendations.
I can text my friend about where I prefer to meet and when. ✓	*I can* post clothing photos on a social media site and ask advice about which to buy.	*I can* ask and react to a friend's post on a social media site.
I can text someone what I prefer for dinner tonight.	*I can* read a note from my roommate about evening plans and write a short response. ✓	*I can* exchange with visitors on a shared Wiki preferences of things to do.
I can choose my preference for clothing brands on an online survey.	*I can* tweet my opinion about a new movie in response to other tweets.	*I can* add my comments to those of others about something I read on a forum about sports.
I can complete a simple survey to identify what I like and don't like about a store or service.	*I can* react to my classmates' posts on an online learning tool.	*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	NOVICE MID	NOVICE HIGH
I can introduce myself using practiced or memorized words and phrases, with the help of gestures or visuals.	*I can* present information about myself, my interests and my activities using a mixture of practiced or memorized words, phrases and simple sentences.	*I can* present personal information about my life and activities, using simple sentences most of the time.

EXAMPLES: Speaking or Signing

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can… (customize with specific content).	*I can… (customize with specific content).*	*I can… (customize with specific content).*
I can say my name, age, and where I live to introduce myself. ✓	*I can* name my family members, their ages, their relationships to me, and what they like to do. ✓	*I can* identify whom I and people in other cultures consider to be part of the family, using a few simple details.
I can say my phone number, home address, and email address. ✓	*I can* state a few personality or physical characteristics of a hero of mine. ✓	*I can* describe where I work and what I do.
I can say some activities I do every day. ✓	*I can* identify parts of my house, my school or my place of work. ✓	*I can* tell a peer or colleague what I did this weekend.
I can tell the names of places I go on the weekend. ✓	*I can* name places in my community, town, city, state or country. ✓	*I can* give biographical information about others.
I can state my physical or personality traits. ✓	*I can* tell someone my activities and schedule for the day. ✓	*I can* give some simple reasons why I am late for an appointment.

EXAMPLES: Writing

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can… (customize with specific content).	*I can… (customize with specific content).*	*I can… (customize with specific content).*
I can write my name, age, and where I live on a simple form. ✓	*I can* caption a photo with my family members' names, ages, relationship to me, and what they like to do. ✓	*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 my phone number, home address, and email address on a simple form. ✓	*I can* write about what I look like so that someone can recognize me. ✓	*I can* write a short note, text or email to my friend about upcoming plans.
I can write how I'm feeling in a short journal entry. ✓	*I can* write the physical or personality traits of a character in a book. ✓	*I can* write information about my daily life in a letter, blog, discussion board or email message.
I can write a list of what I need to pack for an upcoming trip.	*I can* list my classes or work activities and tell what time they start and end. ✓	*I can* write about a field trip, an event or an activity that I participated in.
I can write a shopping list of what I need to buy. ✓	*I can* list my weekend activities and who does them with me. ✓	*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	NOVICE MID	NOVICE HIGH
I can express my likes and dislikes using practiced or memorized words and phrases, with the help of gestures or visuals.	*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	*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	NOVICE MID	NOVICE HIGH
I can… (customize with specific content).	*I can…* (customize with specific content).	*I can…* (customize with specific content).
I can list places I like to go to see art or listen to music. ✓	*I can* tell where I like to go to see art or listen to music. ✓	*I can* recommend places to experience a variety of art and music styles.
I can tell sports I like or don't like. ✓	*I can* say how much I like or don't like certain foods. ✓	*I can* tell about my favorite actor or author.
I can say names of my favorite animals based on pictures I see. ✓	*I can* state my favorite free-time activities and those I don't like. ✓	*I can* tell about others' likes and dislikes.
I can look at pictures on a menu and name foods based on my likes and dislikes. ✓	*I can* state which actor or author I like the best. ✓	*I can* present a brief description of a website I find useful.
I can state some activities which I enjoy. ✓	*I can* say which school subjects are my most and least favorite. ✓	*I can* give a few details about my favorite restaurant.

EXAMPLES: Writing

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can… (customize with specific content).	*I can…* (customize with specific content).	*I can…* (customize with specific content).
I can list places I like to go to see art or listen to music. ✓	*I can* write where I go to see art or listen to music. ✓	*I can* recommend places to experience a variety of art and music styles.
I can create a simple chart of a few things I like and dislike.	*I can* write how much I like or don't like certain sports. ✓	*I can* write about others' likes and dislikes in order to form a team or work group.
I can label the things I like and don't like in a picture. ✓	*I can* create a bulleted list telling why a class is my favorite.	*I can* create a slogan and short description for an advertisement.
I can write a list of desirable and undesirable characteristics of a friend. ✓	*I can* write a rank ordered list of my favorite and least favorite free-time activities. ✓	*I can* write a description of my favorite character from a story.
I can list my favorite free-time activities to create a survey for my peers.	*I can* caption pictures of what I consider to be good and bad lunch options. ✓	*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	NOVICE MID	NOVICE HIGH
I can name very familiar people, places, and objects using practiced or memorized words and phrases, with the help of gestures or visuals.	*I can* present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases and simple sentences.	*I can* present on familiar and everyday topics, using simple sentences most of the time.

EXAMPLES: Speaking or Signing

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can… (customize with specific content).	*I can…* (customize with specific content).	*I can…* (customize with specific content).
I can name items I see every day.✔	*I can* give some simple information about my classroom or school. ✔	*I can* identify some elements of a classroom, a school schedule or levels of schooling.
I can name some countries on a map when planning a trip. ✔	*I can* give some simple information about animals, foods or sports based on pictures or photos. ✔	*I can* present information on something I learned about in a class or at work.
I can name some famous landmarks and people. ✔	*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* describe a simple process such as how to make something or the steps of a science experiment.
I can say numbers from 1-10. ✔	*I can* give some simple information about historical figures based on pictures or photos. ✔	*I can* describe a simple routine such as getting lunch in a cafeteria or restaurant.
I can say the date and the day of the week. ✔		*I can* give simple directions to a nearby location.

EXAMPLES: Writing

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can… (customize with specific content).	*I can…* (customize with specific content).	*I can…* (customize with specific content).
I can label familiar people, places, and objects in pictures and posters. ✔	*I can* write some simple information about my classroom or school. ✔	*I can* identify in writing some elements of a classroom, a school schedule, or levels of schooling.
I can fill out a simple form with my name, address, phone number, birth date, and nationality. ✔	*I can* write some simple details about animals, foods, historical figures, or sports based on pictures or photos.	*I can* write a simple process such as how to solve a math problem.
I can copy a simple phrase like "Happy Birthday," "Happy Holidays," etc. ✔	*I can* list my daily activities.	*I can* write simple captions for pictures or photos.
I can write the names of places on a map.✔	*I can* write a to-do list.	*I can* write simple directions to a nearby location.
I can list items I see every day. ✔	*I can* fill out a simple schedule. ✔	*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

INVESTIGATE	PROFICIENCY BENCHMARK	
	In my own and other cultures *I can* identify products and practices to help me understand perspectives.	
Investigate Products And Practices To Understand Cultural Perspectives	PERFORMANCE INDICATORS	
	PRODUCTS	In my own and other cultures *I can* identify some typical products related to familiar everyday life.
	PRACTICES	In my own and other cultures *I can* identify some typical practices related to familiar everyday life.

INTERACT	PROFICIENCY BENCHMARK	
	I can interact at a survival level in some familiar everyday contexts.	
Interact With Others In And From Another Culture	PERFORMANCE INDICATORS	
	LANGUAGE	*I can* communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness.
	BEHAVIOR	*I can* 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 *I can* identify locations to buy something and how culture affects where people shop.
INTERACT	*I can* use rehearsed behaviors when shopping in a familiar type of store.
INVESTIGATE	In my own and other cultures *I can* identify familiar landmarks and monuments and what they represent to people.
INTERACT	*I can* act appropriately when purchasing an entrance ticket to a landmark or historical site.
INVESTIGATE	In my own and other cultures *I can* identify some elements of a classroom, a school schedule, or levels of schooling and how they reflect the culture.
INTERACT	*I can* answer simple questions about my study abroad plans.
INVESTIGATE	In my own and other cultures *I can* interpret simple schedules and consider how people think about time.
INTERACT	*I can* 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 *I can* identify some artists and musicians, their styles and contributions.
INTERACT	*I can* recommend sites to experience a variety of local art and music styles.
INVESTIGATE	In my own and other cultures *I can* identify geographical forms and how they affect a country's natural resources.
INTERACT	*I can* 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 *I can* identify examples of entertainment, social media and literature and peoples' attitudes toward them.
INTERACT	*I can* use some Internet slang abbreviations to communicate a short message through social media.
INVESTIGATE	In my own and other cultures *I can* identify some products that reveal a stereotype or exaggerated view of a culture.
INTERACT	*I can* 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 *I can* identify some traditional products and show how and why they are globalized such as fast food, jeans, or social media.
INTERACT	*I can* share with peers in another culture restaurants and foods that might be familiar to them.

INTERCULTURAL COMMUNICATION
PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

NOVICE

INVESTIGATE	PROFICIENCY BENCHMARK	
Investigate Products And Practices To Understand Cultural Perspectives	In my own and other cultures *I can* identify products and practices to help me understand perspectives.	
	PERFORMANCE INDICATORS	
	PRODUCTS	In my own and other cultures *I can* identify some typical products related to familiar everyday life.
	PRACTICES	In my own and other cultures *I can* identify some typical practices related to familiar everyday life.

INTERACT	PROFICIENCY BENCHMARK	
Interact With Others In And From Another Culture	*I can* interact at a survival level in some familiar everyday contexts.	
	PERFORMANCE INDICATORS	
	LANGUAGE	*I can* communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness.
	BEHAVIOR	*I can* 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 *I can* identify social practices such as greetings, introductions, leave-taking and thanking people.
INTERACT	*I can* greet and take leave from someone using polite rehearsed behaviors.
INVESTIGATE	In my own and other cultures *I can* identify whom people consider to be part of their family.
INTERACT	*I can* appropriately address members of a family who represent different generations and genders.
INVESTIGATE	In my own and other cultures *I can* identify how people count and measure.
INTERACT	*I can* 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 *I can* identify how, what and why people eat what they do.
INTERACT	*I can* act appropriately when obtaining food in familiar situations, such as grocery shopping or eating in a restaurant.
INVESTIGATE	In my own and other cultures *I can* identify how people use their free time and why.
INTERACT	*I can* participate in a sport with peers of the target culture by observing and imitating them.
INVESTIGATE	In my own and other cultures *I can* identify how people celebrate local and national holidays or festivals.
INTERACT	*I can* observe and imitate appropriate behaviors at a holiday or festival celebration.
INVESTIGATE	In my own and other cultures *I can* 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	*I can* access simple information about transportation options based on my location.
INVESTIGATE	In my own and other cultures *I can* identify how culture is reflected in currencies.
INTERACT	*I can* use rehearsed behaviors when purchasing items in a familiar setting.
INVESTIGATE	In my own and other cultures *I can* 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	*I can* select clothing that fits in with what others are wearing.