

NCSSFL-ACTFL CAN-DO STATEMENTS
For Use With LinguaFolio®

Intermediate High



LINGUAFOLIO®

N C S S F L

INTERMEDIATE 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.*

INTERMEDIATE HIGH

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 usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph-length informational texts.

Examples

- I can _____
- I can understand the recorded descriptions of avatars in a new video game.
- I can understand directions to a familiar location.
- I can understand some points of a lecture on a common environmental issue.
- I can follow the major events of a traveler's experience narrated in a radio report.
- I can follow the master of ceremonies' congratulations and simple general comments at a special event.

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

I can usually follow the main story and actions expressed in various timeframes in paragraph-length fictional texts.

Examples

- I can _____
- I can identify the sequence of events in a story.
- I can identify the main emotions described in the lyrics of a song.
- I can follow the main plot of a musical production.
- I can understand the characteristics of heroes described in an oral urban legend.
- I can understand most of what is said in a conversation among characters in a familiar play.

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

I can usually understand the main idea and flow of events expressed in various timeframes in conversation and discussions.

Examples

- I can _____
- I can understand an interview between a student reporter and foreign visitors about activities they have done and are planning to do while in town.
- I can understand broadcasters discussing severe weather warnings.
- I can understand a conversation between two friends discussing last weekend's activities.
- I can understand simple questions posed in an interview of a celebrity.
- I can understand the main points of an argument between people in a public place.

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INTERMEDIATE HIGH



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 usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph-length informational texts.

Examples

- I can _____
- I can understand information provided in a travel guide about a historical site.
- I can understand website descriptions of a Peace Corps volunteer's daily life.
- I can follow directions to do a science or other experiment.
- I can understand the basic instructions for playing a video game.
- I can understand the main points of a blogger's posts and responses.

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

I can usually follow the main story and actions expressed in various timeframes in paragraph-length fictional texts.

Examples

- I can _____
- I can identify the sequence of events in a story with a plot twist.
- I can identify the main emotions described in the lyrics of a song.
- I can follow the main plot of a detective story.
- I can understand the characteristics of heroes in a folk legend.
- I can understand most of what is said in a conversation among characters in a familiar play.

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

I can usually understand the main idea and flow of events expressed in various timeframes in conversation and discussions.

Examples

- I can _____
- I can understand an interview between a celebrity and a teen reporter in a publication.
- I can understand a text conversation between two friends discussing what they did last weekend.
- I can understand the main points of an argument between people in a blog posting.
- I can understand a written apology where someone explains why s/he couldn't attend a party.
- I can understand peer feedback on an end-of-course project.

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INTERMEDIATE HIGH



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 and some discussions on a variety of familiar and some concrete topics that I have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.

Examples

- I can _____
- I can participate in a conversation to support or reject a proposed school policy.
- I can exchange ideas on different options after graduation.
- I can discuss information about career pathways.
- I can compare community service or volunteer opportunities with someone from a different country.

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

I can interact with others to meet my needs in a variety of situations, sometimes involving a complication, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various timeframes.

Examples

- I can _____
- I can talk with an airline representative to make the necessary changes to an already-ticketed flight.
- I can interact to schedule a make-up exam.
- I can negotiate the exchange of an item I have purchased in a store for another style.
- I can interact with my ePal to come up with various options for a class outing depending on the weather.

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

I can explain preferences, opinions and emotions and provide advice on a variety of familiar and some concrete topics that I have researched, using connected sentences and that may combine to form paragraphs and asking a variety of questions, often across various timeframes.

Examples

- I can _____
- I can exchange opinions on a school policy and give reasons for why it should be changed.
- I can exchange opinions about the use of personal devices at school.
- I can outline positive and negative environmental practices in a conversation with city council representatives.
- I can exchange advice on how to be a successful learner.

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INTERMEDIATE HIGH

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.

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 and some discussions on a variety of familiar and some concrete topics that I have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.

Examples

- I can _____
- I can participate in a chat to discuss the importance of learning another language.
- I can communicate online with peers in another culture to support a service learning project.
- I can exchange e-mail with a friend to share pros and cons of each dorm building on my campus
- I can exchange ideas for a collaborative project in an online news group.

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

I can interact with others to meet my needs in a variety of situations, sometimes involving a complication, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various timeframes.

Examples

- I can _____
- I can interact with an advisor in another culture online to select courses matching my academic goals.
- I can exchange details with my destination wedding planner about my preferences for the ceremony and reception.
- I can chat online with a customer service representative to resolve an incorrect bill.
- I can exchange messages with the hotel receptionist to cancel my reservation and request to forgo the cancellation fee.

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

I can explain preferences, opinions and emotions and provide advice on a variety of familiar and some concrete topics that I have researched, using connected sentences and that may combine to form paragraphs and asking a variety of questions, often across various timeframes.

Examples

- I can _____
- I can justify opinions about current trends in music in an online conversation.
- I can exchange opinions about a product on a company's website and say why or why not to buy it.
- I can exchange posts that provide specific and detailed feedback on a peer's draft for an article.
- I can add my advice about dating "do's and don'ts" onto an online blog.

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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 stories about school and community events and personal experiences, using a few short paragraphs, often across various time frames.

Examples

- I can _____
- I can present a comparison between the roles of family members in my own and other cultures.
- I can tell what happened at a social event that I attended.
- I can present an outline of my predictions about consequences of an environmental practice.
- I can present my hypothesis about what will happen in an experiment and provide supporting information.

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

I can state my viewpoint on familiar or researched topics and provide reasons to support it, using a few short paragraphs, often across various time frames.

Examples

- I can _____
- I can give a presentation about similarities and differences between art and music festivals.
- I can present my reaction to a current event and explain what led to the event being in the news.
- I can create and present a public service announcement describing a problem and advocating for change.
- I can make a persuasive presentation to explain why one should revisit a store or restaurant that is under new ownership.

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

I can give detailed presentations on a variety of familiar topics and some concrete topics I have researched, using a few short paragraphs, often across various timeframes.

Examples

- I can _____
- I can compare school environments and curricula to determine what is valued in my own and other cultures.
- I can leave a voicemail for someone who was absent explaining what took place in class or work.
- I can present my qualifications and goals for an academic program, training or job.
- I can make a presentation about the history and current status of a school, organization or company.

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INTERMEDIATE HIGH

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 stories about school and community events and personal experiences, using a few short paragraphs, often across various time frames.

Examples

- I can _____
- I can write a comparison of the roles of family members, in my own and other cultures.
- I can write a series of steps needed to complete a task, such as for an experiment, community event or fundraiser.
- I can write a description of an event that I participated in or witnessed for a newsletter.
- I can write a series of simple predictions about consequences of a particular action or practice for a community or school blog.

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

I can state my viewpoint on familiar or researched topics and provide reasons to support it, using a few short paragraphs, often across various time frames.

Examples

- I can _____
- I can write a summary of a social media story and share my and other's opinions about it.
- I can write a brief statement outlining the key points of my opinion on topics in my community such as water use, building a school, or the town budget.
- I can create an infographic describing the benefits of joining an organization.
- I can write advice to younger learners about why to learn an additional language.

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

I can give detailed presentations on a variety of familiar topics and some concrete topics I have researched, using a few short paragraphs, often across various timeframes.

Examples

- I can _____
- I can write a comparison of school or learning environments and curricula to determine what is valued in my own and other cultures.
- I can compose communications for public distribution about the status of an ongoing event.
- I can summarize in an email what's been happening in my community for someone who is new or has been away.
- I can summarize in writing a conversation or interview that I had with someone.

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