

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

Novice Low



LINGUAFOLIO®

N C S S F L

NOVICE LOW



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.*

NOVICE LOW



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 memorized or familiar words when they are supported by gestures or visuals in informational texts.

Examples

- I can _____
- I can recognize familiar names of people and places in a public announcement.
- I can understand simple directions to a familiar place.
- I can follow instructions for simple class routines.
- I can understand names and titles when speakers are introduced.
- I can understand a cell phone number.

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

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

Examples

- I can _____
- I can recognize a few individual words of a read-aloud story.
- I can recognize a few individual words in a read-aloud poem.
- I can recognize a character's name in a folk tale.
- I can recognize common opening and closing words in oral storytelling.
- I can recognize a few familiar words from a music video.

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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 memorized or familiar words when they are supported by gestures or visuals in conversations.

Examples

- I can _____
- I can recognize when greetings and leave-taking are expressed.
- I can recognize people's names and their titles when they are introduced.
- I can recognize a few individual question words in a conversation among visitors in school.
- I can recognize familiar names of places discussed on a tour.
- I can understand simple words of praise by a teacher to a student.

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NOVICE LOW



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 memorized or familiar words when they are supported by visuals in informational texts.

Examples

- I can _____
- I can identify some locations or stores by their signs.
- I can match a word or character in a headline to a related visual.
- I can recognize some names of cities on a map.
- I can identify labeled aisles in a store.
- I can recognize the labels on a recycling bin.

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

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

Examples

- I can _____
- I can recognize a few individual words in the title of a story.
- I can recognize a few individual words in a picture book.
- I can recognize a few individual words in a poem.
- I can recognize a characters' name in a folk tale.
- I can recognize common opening and closing words of a fairy tale.

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

I can identify memorized or familiar words when they are supported by visuals in conversations.

Examples

- I can _____
- I can recognize names and titles in an email introduction.
- I can recognize familiar place names in a brochure.
- I can recognize greetings and leave taking words in an email.
- I can recognize salutation words in a business letter.
- I can recognize question words in a text message.

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NOVICE LOW

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 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.

Examples

- I can _____
- I can introduce myself when I meet people.
- I can answer questions about who is in my family.
- I can answer questions about my favorite weekend activities.
- I can respond to a basic math question using numbers.
- I can respond when asked to name the style of music I am playing.

How can I meet my needs in conversations?

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

Examples

- I can _____
- I can tell someone my name.
- I can greet and take leave in a polite way.
- I can tell the customs official which countries I visited.
- I can tell someone if I understand him/her.
- I can say how much money I need to pay for my lunch.

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

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

Examples

- I can _____
- I can say if I feel well, so-so or sick.
- I can identify my favorite people, places or things from a list.
- I can say what sport I play.
- I can say what food I like or dislike.
- I can say if I agree with someone about basic preferences.

NOVICE LOW

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 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.

Examples

- I can _____
- I can respond to personal questions such as my name, age or family in an online forum.
- I can fill out an online form to provide my class schedule.
- I can fill in a chat box by answering who, what, where or when questions.
- I can text a friend the time and day we plan to meet.
- I can respond to a text message that asks where I am going.

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How can I meet my needs in conversations?

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

Examples

- I can _____
- I can introduce myself on an online site.
- I can enter a word in an online Scrabble game.
- I can respond with the appropriate greeting to a text message.
- I can add Happy Birthday to a social media post.
- I can reply to a message asking the price for a service.

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

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

Examples

- I can _____
- I can respond to a social media post asking about best restaurants or best sports teams. indicating approval or disapproval
- I can text my friend about where I prefer to meet and when.
- I can text someone what I prefer for dinner tonight.
- I can choose my preference for clothing brands in an online survey.
- I can complete a simple survey about what I like and don't like about a store or service.

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NOVICE LOW



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

Examples

- I can _____
- I can say my name, age and where I live to introduce myself.
- I can say my phone number, home address and email address.
- I can say some activities I do every day.
- I can tell the names of places I go on the weekend.
- I can state my physical or personality traits.

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

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

Examples

- I can _____
- I can list places I like to go to see art or listen to music.
- I can tell sports I like or don't like.
- I can say names of my favorite animals based on pictures I see.
- I can look at pictures on a menu and name foods based on my likes and dislikes.
- I can state some activities that I enjoy.

How can I present information to inform or describe?

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

Examples

- I can _____
- I can name items I see every day.
- I can say numbers from 1 - 10.
- I can say the date and the day of the week.
- I can name some countries on a map when planning a trip.
- I can name some famous landmarks and people.

NOVICE LOW



Novice Benchmark

Presentation 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.

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

Examples

- I can _____
- I can write my name, age and where I live on a simple form.
- I can write my phone number, home address and email address on a simple form.
- I can write how I'm feeling in a short journal entry.
- I can write a list of what I need to pack for an upcoming trip.
- I can write a shopping list of what I need to buy.

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

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

Examples

- I can _____
- I can list places I like to go to see art or listen to music.
- I can create a simple chart of a few things I like and dislike.
- I can label the things I like and don't like in a picture.
- I can write a list of desirable and undesirable characteristics of a friend.
- I can list my favorite free-time activities to create a survey for my peers.

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How can I present information to inform or describe?

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

Examples

- I can _____
- I can list items I see every day.
- I can fill out a simple form with my name, address, phone number, birth date and nationality.
- I can label familiar people, places and objects in pictures and posters.
- I can write the names of places on a map.
- I can copy a simple phrase like "Happy Birthday," "Happy Holidays," etc.

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- d) text complexity or length
- e) familiarity with topic and background
- f) 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.

NOVICE MID

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

Examples

- I can _____
- I can understand the time announced for a store closing.
- I can understand directions for setting the table.
- I can follow directions to fill out a simple graphic organizer.
- I can understand the names of the planets in a science lesson or video.
- I can recognize some weather expressions in a forecast.

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

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

Examples

- I can _____
- I can identify some phrases describing a character in a story.
- I can identify some phrases from a read-aloud story.
- I can recognize a familiar or memorized line from a TV show.
- I can recognize some events from a cartoon.
- I can recognize a song's common one-line refrain.

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

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

Examples

- I can _____
- I can understand when someone asks a person's name.
- I can recognize a time or date when plans for an event are discussed.
- I can recognize some common expressions when people are discussing the weather.
- I can understand simple instructions given by a parent to a child on the playground.
- I can understand the difference between a statement and a question in peoples' conversations.

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NOVICE MID



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 some basic facts from memorized or familiar words and phrases when they are supported by visuals in informational texts.

Examples

- I can _____
- I can identify nutritional categories on food labels.
- I can identify items on a shopping list.
- I can identify names of classes and their locations on a schedule.
- I can identify my departure and arrival times from a transportation schedule.
- I can understand subject specific terms on a word wall.



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

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

Examples

- I can _____
- I can identify some phrases describing a character in a story.
- I can identify some phrases in captions from pictures in a book.
- I can recognize a familiar memorized line from a poem.
- I can recognize some events from a story timeline.
- I can recognize a common one-line refrain from the lyrics of a song.



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

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

Examples

- I can _____
- I can recognize dates in an email message.
- I can recognize very common abbreviations in a text message.
- I can recognize whether a correspondence is formal or informal.
- I can understand the time in a meeting request.
- I can understand familiar directions on a mobile app.



NOVICE MID

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 a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases and simple sentences.

Examples

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

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How can I meet my needs in conversations?

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

Examples

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

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

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

Examples

- I can _____
- I can exchange preferences with my friends about our likes and dislikes.
- I can ask and answer questions about what kinds of chores are easier or more enjoyable.
- I can add to a conversation what I like and dislike about having a pet.
- I can exchange preferences about which subjects I like or dislike.
- I can ask and answer questions about favorite singers.

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NOVICE MID

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 a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases and simple sentences.

Examples

- I can _____
- I can ask and answer questions about school, food or hobbies in an online conversation.
- I can text questions and answers about the type of restaurant we plan to go to tonight.
- I can respond to an e-invitation and ask questions about the event.
- I can write a post-it note in response to a discussion question.
- I can text a backroom chat response.



How can I meet my needs in conversations?

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

Examples

- I can _____
- I can respond to online survey questions to say where I want to study abroad and when.
- I can add personalized birthday wishes to a friend on a social media site.
- I can respond to a text message asking for an alternative day or time for an appointment.
- I can ask questions to the online sales rep about an item.
- I can participate in a simple online exchange to get ready for an upcoming trip.



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

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

Examples

- I can _____
- I can choose answers in an online personality survey.
- I can post clothing photos on a social media site and ask advice about which to buy.
- I can read a note from my roommate about evening plans and write a short response.
- I can tweet my opinion about a new movie in response to other tweets.
- I can react to my classmates' posts on an online learning tool.



NOVICE MID



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

Examples

- I can _____
- I can name my family members, their ages, their relationships to me, and what they like to do.
- I can state a few personality or physical characteristics of a hero of mine.
- I can identify parts of my house, my school or my place of work.
- I can name places in my community, town, city, state or country.
- I can tell someone my activities and schedule for the day.

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

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.

Examples

- I can _____
- I can tell where I like to go to see art or listen to music.
- I can say how much I like or don't like certain foods.
- I can state my favorite free-time activities and those I don't like.
- I can state which actors or authors I like the best.
- I can say which school subjects are my most and least favorite.

How can I present information to inform or describe?

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

Examples

- I can _____
- I can give some simple information about my classroom or school.
- I can tell the location of a city relative to another city on a map.
- I can present simple information about my town or city.
- I can give some simple information about animals, foods or sports based on pictures or photos.
- I can give some simple information about historical figures based on pictures or photos.

NOVICE MID



Novice Benchmark

Presentation 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.

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

Examples

- I can _____
- I can caption a photo with my family members' names, ages, relationship to me and what they like to do.
- I can write about what I look like so someone can recognize me.
- I can write the physical or personality traits of a character in a book.
- I can list my classes or work activities and tell what time they start and end.
- I can list my weekend activities and who does them with me.



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

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.

Examples

- I can _____
- I can write where I go to see art or listen to music.
- I can write how much I like or don't like certain sports.
- I can create a bulleted list telling why a class is my favorite.
- I can write a rank-ordered list of my favorite and least favorite free-time activities.
- I can caption pictures of what I consider to be good and bad lunch options.



How can I present information to inform or describe?

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

Examples

- I can _____
- I can write some simple information about my classroom or school.
- I can write a to-do list.
- I can list my daily activities.
- I can fill out a simple schedule.
- I can write some simple details about animals, food, historical figures or sports based on pictures or photos.



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NOVICE HIGH

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 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.

☒