NCSSFL-ACTFL CAN-DO STATEMENTS
PROFICIENCY BENCHMARKS

	NOVICE PROFICIENCY BENCHMARK	INTERMEDIATE PROFICIENCY BENCHMARK	ADVANCED PROFICIENCY BENCHMARK	SUPERIOR PROFICIENCY BENCHMARK	DISTINGUISHED 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.	*I can* understand the main message and supporting details on a wide variety of familiar and general interest topics across various time frames from complex, organized texts that are spoken, written, or signed.	*I can* interpret and infer meaning from complex, academic and professional texts on a range of unfamiliar, abstract, and specialized issues that are spoken, written, or signed.	*I can* interpret and infer meaning from dense, structurally sophisticated texts on a wide range of global issues and highly abstract concepts, with deeply embedded cultural references and colloquialisms and dialects that are spoken, written, or signed.	INTERPRETIVE
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.	*I can* maintain spontaneous spoken, written, or signed conversations and discussions across various time frames on familiar, as well as unfamiliar, concrete topics, using series of connected sentences and probing questions.	*I can* participate fully and effectively in spontaneous spoken, written, or signed discussions and debates on issues and ideas ranging from broad general interests to my areas of specialized expertise, including supporting arguments and exploring hypotheses.	*I can* interact, negotiate, and debate on a wide range of global issues and highly abstract concepts, fully adapting to the cultural context of the conversation, using spoken, written, or signed language.	INTERPERSONAL
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.	*I can* deliver detailed and organized presentations on familiar as well as unfamiliar concrete topics, in paragraphs and using various time frames through spoken, written, or signed language.	*I can* deliver extended presentations on abstract or hypothetical issues and ideas ranging from broad general interests to my areas of specialized expertise, with precision of expression and to a wide variety of audiences, using spoken, written, or signed language.	*I can* deliver sophisticated and articulate presentations on a wide range of global issues and highly abstract concepts, fully adapting to the cultural context of the audience, using spoken, written, or signed language.	PRESENTATIONAL
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.	In my own and other cultures *I can* explain some diversity among products and practices and how it relates to perspectives.	In my own and other cultures *I can* suspend judgment while critically examining products, practices, and perspectives.	In my own and other cultures *I can* objectively evaluate products and practices and mediate perspectives.	INVESTIGATE
INTERACT	*I can* interact at a survival level in some familiar everyday contexts.	*I can* interact at a functional level in some familiar contexts.	*I can* interact at a competent level in familiar and some unfamiliar contexts.	*I can* interact in complex situations to ensure a shared understanding of culture.	*I can* engage with complexity and pluricultural identities and serve as a mediator between and among cultures.	INTERACT

INTERPRETIVE COMMUNICATION
PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

NOVICE	INTERMEDIATE	ADVANCED	SUPERIOR	DISTINGUISHED
PROFICIENCY BENCHMARK	PROFICIENCY BENCHMARK	PROFICIENCY BENCHMARK	PROFICIENCY BENCHMARK	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.	*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.	*I can* understand the main message and supporting details on a wide variety of familiar and general interest topics across various time frames from complex, organized texts that are spoken, written, or signed.	*I can* interpret and infer meaning from complex, academic and professional texts on a range of unfamiliar, abstract, and specialized issues that are spoken, written, or signed.	*I can* interpret and infer meaning from dense, structurally sophisticated texts on a wide range of global issues and highly abstract concepts, with deeply embedded cultural references and colloquialisms and dialects 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			PERFORMANCE INDICATORS			PERFORMANCE INDICATORS			PERFORMANCE INDICATOR	PERFORMANCE INDICATOR
LOW	MID	HIGH	LOW	MID	HIGH	LOW	MID	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.	*I can* identify the topic and related information from simple sentences in short informational texts.	*I can* understand the main idea and key information in short straightforward informational texts.	*I can* usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph-length informational texts.	*I can* identify the underlying message and some supporting details across major time frames in descriptive informational texts.	*I can* understand the underlying message and most supporting details across major time frames in descriptive informational texts.	*I can* follow the flow of ideas and infer meaning from complex language on unfamiliar, abstract topics within informational texts.	*I can* follow the flow of ideas and infer meaning from unfamiliar, abstract topics in complex language in informational texts.	*I can* easily understand sophisticated language, regardless of the cultural context in professional, technical and academic texts.

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

PERFORMANCE INDICATORS			PERFORMANCE INDICATORS			PERFORMANCE INDICATORS			PERFORMANCE INDICATOR	PERFORMANCE INDICATOR
LOW	MID	HIGH	LOW	MID	HIGH	LOW	MID	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.	*I can* identify the topic and related information from simple sentences in short fictional texts.	*I can* understand the main idea and key information in short straightforward fictional texts.	*I can* usually follow the main story and actions expressed in various time frames in paragraph-length fictional texts.	*I can* follow the main story and some supporting detail across major time frames in fictional texts.	*I can* follow the main story and most supporting details across major time frames in fictional texts.	*I can* follow the flow of ideas and some nuances from different viewpoints in most fictional texts.	*I can* follow the flow of ideas and infer meaning on unfamiliar, abstract topics in complex language from fictional texts.	*I can* interpret tone, nuance, and mood in almost any genre of 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			PERFORMANCE INDICATORS			PERFORMANCE INDICATORS			PERFORMANCE INDICATOR	PERFORMANCE INDICATOR
LOW	MID	HIGH	LOW	MID	HIGH	LOW	MID	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.	*I can* identify the main idea in short conversations.	*I can* identify the main idea and key information in short straightforward conversations.	*I can* usually understand the main idea and flow of events expressed in various time frames in conversations and discussions.	*I can* understand the main message and some supporting details across major time frames in conversations and discussions.	*I can* understand the main message and most supporting details across major time frames in conversations and discussions.	*I can* follow the flow of ideas and some nuances from different viewpoints in conversations and discussions.	*I can* follow abstract, complex and unfamiliar topics in extended conversations and discussions involving multiple speakers.	*I can* interpret tone, nuance, and mood in almost any extended conversation and discussion.

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	INTERMEDIATE	ADVANCED	SUPERIOR	DISTINGUISHED
PROFICIENCY BENCHMARK	**PROFICIENCY BENCHMARK**	**PROFICIENCY BENCHMARK**	**PROFICIENCY BENCHMARK**	**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.	*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.	*I can* maintain spontaneous spoken, written, or signed conversations and discussions across various time frames on familiar, as well as unfamiliar, concrete topics, using series of connected sentences and probing questions.	*I can* participate fully and effectively in spontaneous spoken, written, or signed discussions and debates on issues and ideas ranging from broad general interests to my areas of specialized expertise, including supporting arguments and exploring hypotheses.	*I can* interact, negotiate, and debate on a wide range of global issues and highly abstract concepts, fully adapting to the cultural context of the conversation, using spoken, written, or signed language.

How can I *exchange information and ideas* in conversations?

PERFORMANCE INDICATORS			PERFORMANCE INDICATORS			PERFORMANCE INDICATORS			PERFORMANCE INDICATOR	PERFORMANCE INDICATOR
LOW	**MID**	**HIGH**	**LOW**	**MID**	**HIGH**	**LOW**	**MID**	**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.	*I can* request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions.	*I can* exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions.	*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.	*I can* exchange information and ideas in discussions on a variety of familiar and concrete academic and social topics, using a few simple paragraphs across major time frames.	*I can* maintain discussions on a wide variety of familiar and unfamiliar concrete topics of personal and general interest and sometimes academic, social or professional topics, by using probing questions and providing detailed responses across major time frames.	*I can* discuss and sometimes debate a variety of complex concrete and some abstract academic, social and professional topics and often deal with related issues hypothetically, using precise questions and explanations.	*I can* discuss and debate a wide variety of complex issues and abstract ideas using precise, sophisticated, and academic language.	*I can* debate complex issues and abstract ideas skillfully and succinctly, tailoring language to the cultural context of the interaction, using cultural and historical references as appropriate.

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

PERFORMANCE INDICATORS			PERFORMANCE INDICATORS			PERFORMANCE INDICATORS			PERFORMANCE INDICATOR	PERFORMANCE INDICATOR
LOW	**MID**	**HIGH**	**LOW**	**MID**	**HIGH**	**LOW**	**MID**	**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.	*I can* interact with others to meet my basic needs in familiar situations by creating simple sentences and asking appropriate follow-up questions.	*I can* interact with others to meet my needs in a variety of familiar situations, creating sentences and series of sentences and asking a variety of follow-up questions.	*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 time frames.	*I can* interact and negotiate to resolve an unexpected complication that arises in a familiar situation, using a few simple paragraphs across major time frames.	*I can* interact and negotiate to resolve an unexpected complication that arises in a familiar situation, providing detailed explanations and offering a variety of resolutions across major time frames.	*I can* interact and negotiate to resolve an unexpected complication in a situation that is generally unfamiliar.	*I can* interact and negotiate to resolve abstract and complex matters on a wide variety of topics in a variety of situations.	*I can* interact and negotiate to resolve highly abstract and complex matters in culturally appropriate ways on a wide variety of topics and to persuasively advocate a point of view that is not necessarily my own.

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

PERFORMANCE INDICATORS			PERFORMANCE INDICATORS			PERFORMANCE INDICATORS			PERFORMANCE INDICATOR	PERFORMANCE INDICATOR
LOW	**MID**	**HIGH**	**LOW**	**MID**	**HIGH**	**LOW**	**MID**	**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.	*I can* express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions.	*I can* exchange preferences, feelings, or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and asking a variety of follow-up questions.	*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 that may combine to form paragraphs and asking a variety of questions, often across various time frames.	*I can* maintain conversations by providing explanations and comparisons of preferences, opinions, and advice on familiar and concrete academic and social topics using a few simple paragraphs across major time frames.	*I can* maintain extended conversations by supporting, reacting to, and comparing preferences and opinions and expressing advice and emotion in detail across major time frames, and by asking probing questions.	*I can* discuss, support, and sometimes debate opinions and advice on a variety of complex concrete topics, often addressing hypothetical or abstract issues, and asking precise questions.	*I can* discuss and debate opinions and advice with multiple participants on a wide variety of complex issues and abstract ideas, concretely, abstractly, and hypothetically.	*I can* tailor language to a variety of audiences by adapting my speech and register in culturally authentic ways.

PRESENTATIONAL COMMUNICATION
PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

NOVICE	INTERMEDIATE	ADVANCED	SUPERIOR	DISTINGUISHED
PROFICIENCY BENCHMARK	**PROFICIENCY BENCHMARK**	**PROFICIENCY BENCHMARK**	**PROFICIENCY BENCHMARK**	**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.	*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.	*I can* deliver detailed and organized presentations on familiar as well as unfamiliar concrete topics, in paragraphs and using various time frames through spoken, written, or signed language.	*I can* deliver extended presentations on abstract or hypothetical issues and ideas ranging from broad general interests to my areas of specialized expertise, with precision of expression and to a wide variety of audiences, using spoken, written, or signed language.	*I can* deliver sophisticated and articulate presentations on a wide range of global issues and highly abstract concepts, fully adapting to the cultural context of the audience, using spoken, written, or signed language.

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

PERFORMANCE INDICATORS			PERFORMANCE INDICATORS			PERFORMANCE INDICATORS			PERFORMANCE INDICATOR	PERFORMANCE INDICATOR
LOW	**MID**	**HIGH**	**LOW**	**MID**	**HIGH**	**LOW**	**MID**	**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.	*I can* present personal information about my life, activities and events, using simple sentences.	*I can* tell a story about my life, activities, events and other social experiences, using sentences and series of connected sentences.	*I can* tell stories about school and community events and personal experiences, using a few short paragraphs, often across various time frames.	*I can* tell stories about school and community events and personal experiences, using paragraphs across major time frames.	*I can* tell stories based on concrete experiences in academic, social, and professional topics of interest, using organized paragraphs across major time frames.	*I can* give complex detailed narrations beyond the concrete, often addressing abstract experiences or hypothetical issues.	*I can* present clearly-articulated, coherent and detailed narrations on complex, abstract issues and hypothetical issues.	*I can* narrate succinctly and precisely, often using historical or cultural references to engage an audience whose cultural attitudes, expectations and perspectives may be different from my own.

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

PERFORMANCE INDICATORS			PERFORMANCE INDICATORS			PERFORMANCE INDICATORS			PERFORMANCE INDICATOR	PERFORMANCE INDICATOR
LOW	**MID**	**HIGH**	**LOW**	**MID**	**HIGH**	**LOW**	**MID**	**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.	*I can* express my preferences on familiar and everyday topics of interest and explain why I feel that way, using simple sentences.	*I can* state my viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences.	*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.	*I can* state a viewpoint with supporting evidence on some concrete academic, social and professional topics of interest using paragraphs across major time frames.	*I can* present an argument with supporting evidence, based on a variety of concrete academic, social and professional topics of interest, using organized paragraphs across major time frames.	*I can* clearly and accurately present an argument with supporting evidence on complex concrete issues, and often deal with related issues hypothetically.	*I can* deliver a clearly articulated and well-structured argument, refute counterarguments, and give extensive supporting evidence on abstract or hypothetical issues and ideas, ranging from broad general interests to areas of specialized expertise.	*I can* tailor a sophisticated presentation to advocate my own or another's point of view or to persuade an audience whose attitudes and cultural perspectives may be different from my own.

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

PERFORMANCE INDICATORS			PERFORMANCE INDICATORS			PERFORMANCE INDICATORS			PERFORMANCE INDICATOR	PERFORMANCE INDICATOR
LOW	**MID**	**HIGH**	**LOW**	**MID**	**HIGH**	**LOW**	**MID**	**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.	*I can* present on familiar and everyday topics, using simple sentences.	*I can* give straightforward presentations on a variety of familiar topics and some concrete topics I have researched, using sentences and series of connected sentences.	*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 time frames.	*I can* deliver presentations on some concrete academic, social and professional topics of interest, using paragraphs across major time frames.	*I can* deliver detailed presentations and elaborate on a variety of concrete academic, social and professional topics of interest, using organized paragraphs across major time frames.	*I can* deliver cohesive presentations on a variety of complex concrete topics related to community interests and some specialized fields, and often deal with related issues hypothetically.	*I can* deliver clearly articulated and well-structured presentations to various audiences on abstract or hypothetical issues and ideas, ranging from broad general interests to areas of specialized expertise.	*I can* deliver sophisticated presentations with accuracy, efficiency and effectiveness on global and highly abstract concepts in my field of expertise, adapting my language to the characteristics of the audience and embedding cultural perspectives.

INTERCULTURAL COMMUNICATION
PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

	NOVICE	INTERMEDIATE	ADVANCED	SUPERIOR	DISTINGUISHED
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.	**PROFICIENCY BENCHMARK** In my own and other cultures **I can** explain some diversity among products and practices and how it relates to perspectives.	**PROFICIENCY BENCHMARK** In my own and other cultures **I can** suspend judgment while critically examining products, practices, and perspectives.	**PROFICIENCY BENCHMARK** In my own and other cultures **I can** objectively evaluate products and practices and mediate perspectives.
PRODUCTS	**PERFORMANCE INDICATORS** In my own and other cultures **I can** identify some typical products related to familiar everyday life.	**PERFORMANCE INDICATORS** In my own and other cultures **I can** compare products related to everyday life and personal interests or studies.	**PERFORMANCE INDICATORS** In my own and other cultures **I can** explain how a variety of products of public and personal interest are related to perspectives.	**PERFORMANCE INDICATORS** In my own and other cultures **I can** analyze how products of personal and public interest are related to perspectives.	**PERFORMANCE INDICATORS** In my own and other cultures **I can** evaluate a wide range of concrete and abstract products from different viewpoints.
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.	In my own and other cultures **I can** explain how a variety of practices within familiar and social situations are related to perspectives.	In my own and other cultures **I can** analyze how practices within informal and formal situations are related to perspectives.	In my own and other cultures **I can** evaluate a wide range of concrete and abstract practices from different viewpoints.
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.	**PROFICIENCY BENCHMARK** **I can** interact at a competent level in familiar and some unfamiliar contexts.	**PROFICIENCY BENCHMARK** **I can** interact in complex situations to ensure a shared understanding of culture.	**PROFICIENCY BENCHMARK** **I can** engage with complexity and pluricultural identities and serve as a mediator between and among cultures.
LANGUAGE	**PERFORMANCE INDICATORS** **I can** communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness.	**PERFORMANCE INDICATORS** **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.	**PERFORMANCE INDICATORS** **I can** converse comfortably with others from the target culture in familiar and some unfamiliar situations and show some understanding of cultural differences.	**PERFORMANCE INDICATORS** **I can** suspend judgement, adapt my language, and make appropriate cultural references when interacting with others from the target culture in social and professional situations.	**PERFORMANCE INDICATORS** **I can** show empathy and cultural sophistication in my language when interacting in social, academic or professional situations with others from the target culture.
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.	**I can** demonstrate awareness of subtle differences among cultural behaviors and adjust my behavior accordingly in familiar and some unfamiliar situations.	**I can** adhere to basic social and professional norms and etiquette, read nonverbal cues and adjust my behavior in complicated situations.	**I can** transition smoothly from formal to informal styles of behavior, respond effectively to nonverbal cues and mediate situations of cultural misunderstanding with empathy.