




## NCSSFL-ACTFL CAN-DO STATEMENTS

# PROFICIENCY BENCHMARKS



### NOVICE PROFICIENCY BENCHMARK

### INTERMEDIATE PROFICIENCY BENCHMARK

#### COMMUNICATION

 <p>INTERPRETIVE</p>	<p><b>I can</b> 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.</p>	<p><b>I can</b> 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.</p>
 <p>INTERPERSONAL</p>	<p><b>I can</b> 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.</p>	<p><b>I can</b> 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.</p>
 <p>PRESENTATIONAL</p>	<p><b>I can</b> 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.</p>	<p><b>I can</b> communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.</p>

#### INTERCULTURAL COMMUNICATION

 <p>INVESTIGATE</p>	<p>In my own and other cultures <b>I can</b> identify products and practices to help me understand perspectives.</p>	<p>In my own and other cultures <b>I can</b> make comparisons between products and practices to help me understand perspectives.</p>
 <p>INTERACT</p>	<p><b>I can</b> interact at a survival level in some familiar everyday contexts.</p>	<p><b>I can</b> interact at a functional level in some familiar contexts.</p>



# INTERPRETIVE COMMUNICATION

## PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

### INTERMEDIATE

#### PROFICIENCY BENCHMARK

**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.

*What can I understand, interpret or analyze  
in authentic **informational texts**?*

#### PERFORMANCE INDICATORS

##### INTERMEDIATE LOW

**I can** identify the topic and related information from simple sentences in short informational texts.

##### INTERMEDIATE MID

**I can** understand the main idea and key information in short straightforward informational texts.

##### INTERMEDIATE HIGH

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

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

#### PERFORMANCE INDICATORS

##### INTERMEDIATE LOW

**I can** identify the topic and related information from simple sentences in short fictional texts.

##### INTERMEDIATE MID

**I can** understand the main idea and key information in short straightforward fictional texts.

##### INTERMEDIATE HIGH

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

*What can I understand, interpret or analyze  
in **conversations and discussions**?*

#### PERFORMANCE INDICATORS

##### INTERMEDIATE LOW

**I can** identify the main idea in short conversations.

##### INTERMEDIATE MID

**I can** identify the main idea and key information in short straightforward conversations.

##### INTERMEDIATE HIGH

**I can** usually understand the main idea and flow of events expressed in various time frames in conversations and discussions.



# INTERPERSONAL COMMUNICATION

## PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

### INTERMEDIATE

#### PROFICIENCY BENCHMARK

**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.

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

#### PERFORMANCE INDICATORS

##### INTERMEDIATE LOW

**I can** request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions.

##### INTERMEDIATE MID

**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.

##### INTERMEDIATE HIGH

**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.

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

#### PERFORMANCE INDICATORS

##### INTERMEDIATE LOW

**I can** interact with others to meet my basic needs in familiar situations by creating simple sentences and asking appropriate follow-up questions.

##### INTERMEDIATE MID

**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.

##### INTERMEDIATE HIGH

**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.

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

#### PERFORMANCE INDICATORS

##### INTERMEDIATE LOW

**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.

##### INTERMEDIATE MID

**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.

##### INTERMEDIATE HIGH

**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.



# PRESENTATIONAL COMMUNICATION

## PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

### INTERMEDIATE

#### PROFICIENCY BENCHMARK

**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.

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

#### PERFORMANCE INDICATORS

##### INTERMEDIATE LOW

**I can** present personal information about my life, activities and events, using simple sentences.

##### INTERMEDIATE MID

**I can** tell a story about my life, activities, events and other social experiences, using sentences and series of connected sentences.

##### INTERMEDIATE HIGH

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

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

#### PERFORMANCE INDICATORS

##### INTERMEDIATE LOW

**I can** express my preferences on familiar and everyday topics of interest and explain why I feel that way, using simple sentences.

##### INTERMEDIATE MID

**I can** state my viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences.

##### INTERMEDIATE HIGH

**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.

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

#### PERFORMANCE INDICATORS

##### INTERMEDIATE LOW

**I can** present on familiar and everyday topics, using simple sentences.

##### INTERMEDIATE MID

**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.

##### INTERMEDIATE HIGH

**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.

# 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

#### PRODUCTS

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.

#### 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

#### LANGUAGE

**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.

#### 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

## INTERMEDIATE

### PROFICIENCY BENCHMARK

**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.

*What can I understand, interpret or analyze in authentic informational texts?*

### PERFORMANCE INDICATORS

#### INTERMEDIATE LOW

**I can** identify the topic and related information from simple sentences in short informational texts.

#### INTERMEDIATE MID

**I can** understand the main idea and key information in short straightforward informational texts.

#### INTERMEDIATE HIGH

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

### EXAMPLES: Written

#### INTERMEDIATE LOW

**I can...** (customize with specific content).

**I can** understand some information on job postings.

**I can** understand a text message from a friend about an assignment.

**I can** understand recipe recommendations on a food package.

**I can** understand a message on social media post.

**I can** understand the scheduled events of a day at summer camp.

#### INTERMEDIATE MID

**I can...** (customize with specific content).

**I can** understand the basic requirements for a career as described on a brochure.

**I can** understand the personal messages exchanged in an online forum.

**I can** understand what is asked for on a simple questionnaire in a popular magazine.

**I can** understand product information in an ad.

**I can** understand essential information in a feature story in a magazine.

#### INTERMEDIATE HIGH

**I can...** (customize with specific content).

**I can** understand information provided in a travel guide about an historical site.

**I can** understand website descriptions of a Peace Corps. volunteer's daily life.

**I can** follow directions to do a science 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.

### EXAMPLES: Spoken, Viewed or Signed

#### INTERMEDIATE LOW

**I can...** (customize with specific content).

**I can** follow simple cooking directions from a YouTube video.

**I can** understand a voicemail reminding me of the details of an appointment.

**I can** understand an announcement about a lost child in a store.

**I can** understand simple questions about a science process.

**I can** understand a broadcaster's questions to participants in a political demonstration.

#### INTERMEDIATE MID

**I can...** (customize with specific content).

**I can** understand a speaker's description of how his/her family celebrates a holiday.

**I can** identify the order of key events from a simple story read aloud.

**I can** understand a simple everyday action movie scene.

**I can** understand some basic facts reported by a witness regarding an accident.

**I can** understand live or recorded introductions and descriptions by students from a partner school.

#### INTERMEDIATE HIGH

**I can...** (customize with specific content).

**I can** understand the recorded descriptions of avatars in a new video game.

**I can** understand the directions of a GPS to a familiar location.

**I can** understand the 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.



## INTERPRETIVE COMMUNICATION

### PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

## INTERMEDIATE

### PROFICIENCY BENCHMARK

**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.

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

### PERFORMANCE INDICATORS

#### INTERMEDIATE LOW

**I can** identify the topic and related information from simple sentences in short fictional texts.

#### INTERMEDIATE MID

**I can** understand the main idea and key information in short straightforward fictional texts.

#### INTERMEDIATE HIGH

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

### EXAMPLES: Written

#### INTERMEDIATE LOW

**I can...** (customize with specific content).

**I can** identify some specific, predictable actions in an excerpt from a graphic novel.

**I can** identify some major events in a children's storybook.

**I can** understand a few lines in a song.

**I can** select a book that matches my interests from an online description.

**I can** identify the pattern of rhymes in a nursery rhyme.

#### INTERMEDIATE MID

**I can...** (customize with specific content).

**I can** identify the beginning, middle, and end of a short story.

**I can** identify the main conflict in a play.

**I can** understand where a scene takes place based on its description.

**I can** identify the main idea of a simple poem.

**I can** understand the refrain of a simple song.

#### INTERMEDIATE HIGH

**I can...** (customize with specific content).

**I can** identify the sequence of events in a story.

**I can** identify the main emotion 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.

### EXAMPLES: Spoken, Viewed or Signed

#### INTERMEDIATE LOW

**I can...** (customize with specific content).

**I can** identify some specific, predictable actions from a segment of an audio book.

**I can** identify some major events in a recorded children's story.

**I can** understand a few lines in a song.

**I can** select a book that matches my interests based on an online radio streamed book review.

**I can** identify the pattern of rhymes in a nursery rhyme.

#### INTERMEDIATE MID

**I can...** (customize with specific content).

**I can** identify the beginning, middle, and end of an audio short story.

**I can** identify the main conflict in a live performance of a play.

**I can** understand the motives of the antagonist in a thriller.

**I can** identify the main idea of a simple poem at a poetry slam.

**I can** understand the meaning of the refrain of a simple song.

#### INTERMEDIATE HIGH

**I can...** (customize with specific content).

**I can** identify the sequence of events in a story.

**I can** identify the main emotion 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.



# INTERPRETIVE COMMUNICATION

## PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

### INTERMEDIATE

#### PROFICIENCY BENCHMARK

**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.

*What can I understand, interpret or analyze in conversations and discussions?*

#### PERFORMANCE INDICATORS

##### INTERMEDIATE LOW

**I can** identify the main idea in short conversations.

##### INTERMEDIATE MID

**I can** identify the main idea and key information in short straightforward conversations.

##### INTERMEDIATE HIGH

**I can** usually understand the main idea and flow of events expressed in various time frames in conversations and discussions.

#### EXAMPLES: Written

##### INTERMEDIATE LOW

**I can...** (customize with specific content).

**I can** understand the place, time, and purpose of a meeting discussed in online personal messages.

**I can** follow text messages among friends about what to wear for an occasion.

**I can** understand blog responses to questions about recommendations for a restaurant.

**I can** understand the purpose of personal messages on an e-card greeting.

**I can** understand someone's comments about a concert in a chatroom.

##### INTERMEDIATE MID

**I can...** (customize with specific content).

**I can** understand basic questions or statements exchanged during a video conference.

**I can** understand questions about free-time activities posted by students on a partner school's Wiki.

**I can** understand a virtual conversation to plan a collaborative project.

**I can** understand a virtual chat between a customer service representative and a customer.

**I can** understand survey responses to open-ended questions about what one looks for in a friend.

**I can** understand a text conversation among teammates about a sporting event.

##### INTERMEDIATE HIGH

**I can...** (customize with specific content).

**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 a someone explains why he couldn't attend party.

**I can** understand peer feedback on an end-of-course project.

**I can** understand most of what is said in a dialogue among characters in a scene from a play.

#### EXAMPLES: Spoken, Viewed or Signed

##### INTERMEDIATE LOW

**I can...** (customize with specific content).

**I can** understand the place, time, and purpose that someone mentions in an invitation.

**I can** follow a conversation friends have about what they are wearing for an occasion.

**I can** understand diners discussing what to order at a restaurant.

**I can** understand the purpose of a message of a recorded e-card greeting.

**I can** understand someone's comments about a friend's date.

##### INTERMEDIATE MID

**I can...** (customize with specific content).

**I can** understand basic questions or statements during a video conference with peers.

**I can** understand conversations by students in a partner school during a Skype call.

**I can** understand a conversation by peers talking about a local event.

**I can** understand a conversation in which speakers are making a decision for a collaborative project.

**I can** understand a conversation about the cost and availability of an item between a customer and a salesperson.

##### INTERMEDIATE HIGH

**I can...** (customize with specific content).

**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 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.





## INTERPERSONAL COMMUNICATION

### PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

## INTERMEDIATE

### PROFICIENCY BENCHMARK

**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.

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

### PERFORMANCE INDICATORS

#### INTERMEDIATE LOW

**I can** request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions.

#### INTERMEDIATE MID

**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.

#### INTERMEDIATE HIGH

**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: Speaking/Listening or Signing

#### INTERMEDIATE LOW

**I can...** (customize with specific content).

**I can** exchange information to decide which type of transportation is best to utilize.

**I can** exchange information about the types of music and movies people prefer.

**I can** participate in a conversation to compare classes and sports with peers at a partner school.

**I can** participate in a conversation with my partner about building a model for a project.

**I can** exchange information to plan a picnic with a group of friends.

#### INTERMEDIATE MID

**I can...** (customize with specific content).

**I can** exchange information to create a poster to promote recycling and the benefits of it.

**I can** participate in a conversation with someone about ways to save energy.

**I can** exchange information to perform the stages of a science experiment.

**I can** participate in a conversation with a partner to identify the information we need to plan a trip.

**I can** participate in a conversation to learn about a service learning project.

#### INTERMEDIATE HIGH

**I can...** (customize with specific content).

**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** compare reactions with a peer about a recent lecture.

**I can** discuss information about career pathways.

**I can** participate in conversations to compare and contrast community service or volunteer opportunities with someone from a different country.

### EXAMPLES: Writing/Reading

#### INTERMEDIATE LOW

**I can...** (customize with specific content).

**I can** exchange texts with a friend to provide directions to get to my house.

**I can** exchange e-mail with a tour operator to find out more details about my visit.

**I can** exchange text messages with my friend to suggest an activity for this weekend.

**I can** post my reaction to my friend's tweet about a concert he attended.

**I can** exchange texts with someone to get advice about what to buy a mutual friend for a birthday present.

#### INTERMEDIATE MID

**I can...** (customize with specific content).

**I can** exchange information in a chat room about how I celebrate my national holiday.

**I can** compare and contrast different mapping apps with people in a chat room.

**I can** respond to other people's posts about ways to stay healthy.

**I can** exchange blog posts about raising money for a cause.

**I can** collaborate online with my partner to identify ways to conserve water.

#### INTERMEDIATE HIGH

**I can...** (customize with specific content).

**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 blog posts about environmental issues.

**I can** exchange e-mail with my ePal 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.



## INTERPERSONAL COMMUNICATION

### PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

## INTERMEDIATE

### PROFICIENCY BENCHMARK

**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.

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

### PERFORMANCE INDICATORS

#### INTERMEDIATE LOW

**I can** interact with others to meet my basic needs in familiar situations by creating simple sentences and asking appropriate follow-up questions.

#### INTERMEDIATE MID

**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.

#### INTERMEDIATE HIGH

**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.

### EXAMPLES: Speaking/Listening or Signing

#### INTERMEDIATE LOW

**I can...** (customize with specific content).

**I can** interact to arrange a meeting.

**I can** make a hotel reservation by phone.

**I can** interact with the waiter to order a meal at a restaurant.

**I can** interact to ask for clarification by asking specific questions.

**I can** interact with others to ask for restaurant recommendations.

#### INTERMEDIATE MID

**I can...** (customize with specific content).

**I can** interact with the pharmacist to get the proper medicine.

**I can** interact to request a repair service for a broken appliance.

**I can** interact to schedule an appointment in a hair salon and say what I need.

**I can** interact to inquire about membership to a fitness club.

**I can** interact with my friends to plan an ideal date.

#### INTERMEDIATE HIGH

**I can...** (customize with specific content).

**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 the police officer to explain why I was speeding.

**I can** interact with my ePal to come up with various options for a class outing depending on what the weather might be.

### EXAMPLES: Writing/Reading

#### INTERMEDIATE LOW

**I can...** (customize with specific content).

**I can** interact online to get help related to an assignment.

**I can** interact with a study abroad advisor online to select the type of housing that best fits my needs.

**I can** exchange messages to ask for a substitution for an online food order.

**I can** interact online with a hotel agent to inquire about their pet policy.

**I can** interact with potential buyers to answer questions about the item I am selling on eBay.

#### INTERMEDIATE MID

**I can...** (customize with specific content).

**I can** interact online with peers in another culture to finalize plans for hosting them in my community.

**I can** exchange comments related to my edits on a friend's draft composition.

**I can** exchange messages with my host family to learn about each other's daily routines, chores and house rules.

**I can** exchange messages with my teacher to request an extension due to an unforeseen personal matter.

**I can** exchange messages with a travel agent to switch my flight date and destination.

#### INTERMEDIATE HIGH

**I can...** (customize with specific content).

**I can** interact with an advisor in another culture online to select courses that match my academic goals.

**I can** exchange details about my preferences for the ceremony and reception to my destination wedding planner.

**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.

**I can** respond to a series of inquiries from a potential employer as part of my application for a job.



## INTERPERSONAL COMMUNICATION

### PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

## INTERMEDIATE

### PROFICIENCY BENCHMARK

**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.

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

### PERFORMANCE INDICATORS

#### INTERMEDIATE LOW

**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.

#### INTERMEDIATE MID

**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.

#### INTERMEDIATE HIGH

**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.

### EXAMPLES: Speaking/Listening or Signing

#### INTERMEDIATE LOW

**I can...** (customize with specific content).

- I can** interact to plan a hiking trip with friends asking each one what they would like to do.
- I can** have a conversation with others to determine how we should plan to spend our spring break.
- I can** interact to share ideas with others about how to celebrate a friend's birthday.
- I can** interact with my partner to identify points of agreement on the reasons for our science experiment results.
- I can** interact to share ideas about where I would prefer to live and why.

#### INTERMEDIATE MID

**I can...** (customize with specific content).

- I can** exchange opinions related to dating practices in other countries and provide reasons.
- I can** exchange opinions on organic vs. non-organic food.
- I can** exchange opinions about movies based on books and express whether the book or the movie is better.
- I can** exchange ideas about sports in schools in the US vs. other countries.
- I can** exchange opinions about the length of the school day or work week.

#### INTERMEDIATE HIGH

**I can...** (customize with specific content).

- 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.
- I can** exchange opinions about the ways we use social media in our personal and school or work lives.

### EXAMPLES: Writing/Reading

#### INTERMEDIATE LOW

**I can...** (customize with specific content).

- I can** exchange text messages sharing reactions to something happening in my community.
- I can** exchange descriptions with my ePal to agree on the best places to hike in the US.
- I can** exchange online messages to trade opinions in reaction to an article about the best places to visit in my region.
- I can** chat with my ePal to discuss Americans' typical vacations.
- I can** exchange advice with another online player on winning moves in a video game.

#### INTERMEDIATE MID

**I can...** (customize with specific content).

- I can** participate in an online discussion in which people react to opportunities for part-time jobs.
- I can** participate in an online discussion about what kind of diet is best.
- I can** exchange opinions on a discussion board about which nominee deserves an award and why.
- I can** post a positive book review in response to a negative one.
- I can** participate in a fitness forum about staying fit without joining a gym.

#### INTERMEDIATE HIGH

**I can...** (customize with specific content).

- I can** justify opinions about current trends in music in an online conversation.
- I can** participate in an online exchange to share my preferences in designer and ready-to-wear fashion in a consumer survey.
- 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 advice on a peer's draft for an article.
- I can** add my advice about dating "do's and don'ts" onto an online blog.



## PRESENTATIONAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

### INTERMEDIATE

#### PROFICIENCY BENCHMARK

**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.

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

#### PERFORMANCE INDICATORS

##### INTERMEDIATE LOW

**I can** present personal information about my life, activities and events, using simple sentences.

##### INTERMEDIATE MID

**I can** tell a story about my life, activities, events and other social experiences, using sentences and series of connected sentences.

##### INTERMEDIATE HIGH

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

#### EXAMPLES: Speaking or Signing

##### INTERMEDIATE LOW

**I can...** (customize with specific content).

**I can** make simple comparisons of a variety of people, including friends and family members.

**I can** describe what I want or need to do on a particular day.

**I can** describe what I plan to do next in my school or work life.

**I can** retell a story that I've read or heard.

**I can** tell the steps of an experiment I conducted.

##### INTERMEDIATE MID

**I can...** (customize with specific content).

**I can** describe my plans for an upcoming family or social event.

**I can** talk about an experience related to my hobbies or activities.

**I can** tell a simple story about a recent project I did.

**I can** tell a simple story about a childhood memory or a recent family trip or event.

**I can** describe plans for an upcoming work experience.

##### INTERMEDIATE HIGH

**I can...** (customize with specific content).

**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** give a short speech about goals for the future of my club or organization.

**I can** present an outline of my predictions about consequences of an environmental practice.

**I can** present my hypothesis about what will happen in a science experiment and provide supporting information.

#### EXAMPLES: Writing

##### INTERMEDIATE LOW

**I can...** (customize with specific content).

**I can** write a description of the physical appearance and personality of a friend or family member.

**I can** write about my role in a simple school or work routine.

**I can** write my plans for an upcoming holiday, vacation, or a typical celebration.

**I can** write about events that took place at school, in a workplace, or in a place I have visited.

**I can** write about a simple project I completed at school or at work.

##### INTERMEDIATE MID

**I can...** (customize with specific content).

**I can** write my plans for an upcoming family or social event.

**I can** write about common events and daily routines at school or in my place of work.

**I can** write about an experience related to my lifestyle or interests for a discussion board posting.

**I can** write a simple story about a recent trip, project or childhood memory.

**I can** write about personal, academic, or professional goals for a college or job application.

##### INTERMEDIATE HIGH

**I can...** (customize with specific content).

**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.

**I can** write a hypothesis about what will happen in a science experiment and provide supporting information.



## PRESENTATIONAL COMMUNICATION

### PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

## INTERMEDIATE

### PROFICIENCY BENCHMARK

**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.

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

### PERFORMANCE INDICATORS

#### INTERMEDIATE LOW

**I can** express my preferences on familiar and everyday topics of interest and explain why I feel that way, using simple sentences.

#### INTERMEDIATE MID

**I can** state my viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences.

#### INTERMEDIATE HIGH

**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: Speaking or Signing

#### INTERMEDIATE LOW

**I can...** (customize with specific content).

**I can** give a series of reasons why an art or music style is appealing to me.

**I can** give a presentation recommending something I like, such as a movie, television show, famous athlete, celebrity or historical figure.

**I can** give a series of reasons why a book I've read was appealing to me.

**I can** create and present a simple advertisement for a product or service.

**I can** present a series of statements supporting my hypothesis about a science concept.

#### INTERMEDIATE MID

**I can...** (customize with specific content).

**I can** present a review of an artwork or song and give specific reasons to support my point of view.

**I can** give a presentation about a famous person or historical figure and give basic points about the merits of their contributions.

**I can** present basic points and support my position on common issues such as allowances for children, curfews for teenagers or budget-related topics.

**I can** present information and support my point of view on rules or policies such as phone use, dress code or requirements for driving.

**I can** present the basic facts related to a current event and give specific reasons to support my opinion of the event, using evidence I have researched.

#### INTERMEDIATE HIGH

**I can...** (customize with specific content).

**I can** give a presentation about similarities and differences between art and music festivals.

**I can** present my reactions to a current event and explain what led to the event being in the news.

**I can** present and justify my point of view on current event topics such as recycling, energy conservation, or extreme weather events.

**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 others should revisit a store or restaurant that is under new ownership.

### EXAMPLES: Writing

#### INTERMEDIATE LOW

**I can...** (customize with specific content).

**I can** write a series of reasons why an art or music style is appealing to me.

**I can** write to explain why others should read a book I enjoyed, citing specific reasons.

**I can** write a recommendation of a website and give reasons why others might find it useful.

**I can** provide a simple description of a field trip or work experience in an effort to persuade others to participate in the future.

**I can** create a simple written or graphic advertisement to encourage someone to purchase a product or service.

#### INTERMEDIATE MID

**I can...** (customize with specific content).

**I can** write a simple review of an artwork or song and give specific reasons to support my point of view.

**I can** write a short autobiographical statement for a competitive application for a study abroad program or job.

**I can** write a simple review of a movie, book, play or exhibit.

**I can** share my point of view about a cause I'm interested in and reasons to support it on a blog or a discussion forum.

**I can** write a short opinion statement about a current event I have learned about or researched.

#### INTERMEDIATE HIGH

**I can...** (customize with specific content).

**I can** write about similarities and differences between art and music festivals in my own and other cultures.

**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.



# PRESENTATIONAL COMMUNICATION

## PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

### INTERMEDIATE

#### PROFICIENCY BENCHMARK

**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.

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

#### PERFORMANCE INDICATORS

##### INTERMEDIATE LOW

**I can** present on familiar and everyday topics, using simple sentences.

##### INTERMEDIATE MID

**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.

##### INTERMEDIATE HIGH

**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.

#### EXAMPLES: Speaking or Signing

##### INTERMEDIATE LOW

**I can...** (customize with specific content).

**I can** describe a school or workplace.

**I can** present a brief summary of something from a book I've read.

**I can** state multi-step instructions for completing a process, such as preparing a recipe.

**I can** briefly summarize or retell a story.

**I can** give a description of a place I have visited or want to visit.

##### INTERMEDIATE MID

**I can...** (customize with specific content).

**I can** create an online video about my school or workplace.

**I can** present a brief outline of a current or past event.

**I can** present about a topic from an academic subject, such as science, math, art, etc.

**I can** describe how to plan and carry out an event in the target culture, such as a party or celebration.

**I can** give a brief history of a famous person, landmark, or cultural event.

##### INTERMEDIATE HIGH

**I can...** (customize with specific content).

**I can** compare school or learning environments and curricula to determine what is valued in my own and other cultures.

**I can** explain the series of steps taken to complete a task or experiment and describe the results.

**I can** leave a voicemail for someone who was absent explaining what took place in class or on the job.

**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.

#### EXAMPLES: Writing

##### INTERMEDIATE LOW

**I can...** (customize with specific content).

**I can** develop a simple survey for my peers, about my school or another topic.

**I can** write basic instructions on how to make or do something.

**I can** write questions to obtain additional information about something I read online.

**I can** write an outline or draft of a presentation that I plan to present orally.

**I can** write a simple profile of a famous athlete, celebrity, or historical figure.

##### INTERMEDIATE MID

**I can...** (customize with specific content).

**I can** write an announcement for the school newspaper or a work newsletter.

**I can** write a short report about a topic I have learned about or researched on the job or in school.

**I can** write an email or memo to explain or clarify something that has happened or will happen.

**I can** compose a simple letter, response, or article for a publication.

**I can** write the minutes or a debrief of a club or other meeting.

##### INTERMEDIATE HIGH

**I can...** (customize with specific content).

**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 has been happening in the community for someone who is new or has been away.

**I can** summarize in writing a conversation or interview that I had with someone.

**I can** write a brief report about a topic I have learned or researched such as the importance of environmentally friendly practices.



## INTERCULTURAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

### INTERMEDIATE

<b>INVESTIGATE</b>  Investigate Products And Practices To Understand Cultural Perspectives	PROFICIENCY BENCHMARK	
	In my own and other cultures <b>I can</b> make comparisons between products and practices to help me understand perspectives.	
	PERFORMANCE INDICATORS	
	<b>PRODUCTS</b>	In my own and other cultures <b>I can</b> compare products related to everyday life and personal interests or studies.
<b>INTERACT</b>  Interact With Others In And From Another Culture	<b>PRACTICES</b>	In my own and other cultures <b>I can</b> compare practices related to everyday life and personal interests or studies.
	PROFICIENCY BENCHMARK	
	<b>I can</b> interact at a functional level in some familiar contexts.	
	PERFORMANCE INDICATORS	
	<b>LANGUAGE</b>	<b>I can</b> converse with peers from the target culture in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences.
	<b>BEHAVIOR</b>	<b>I can</b> recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders.

### EXAMPLES: Linking Investigation and Interaction

*I can... (customize with specific content).*

INVESTIGATE	In my own and other cultures <b>I can</b> compare how and why houses, buildings, and towns affect lifestyles.
INTERACT	<b>I can</b> use learned behaviors when visiting someone's home or business and notice when I make a cultural mistake.
INVESTIGATE	In my own and other cultures <b>I can</b> compare events and beliefs that drive the creation of a monument or the popularity of a landmark.
INTERACT	<b>I can</b> show respect when visiting an historical site by dressing appropriately, adjusting the volume of my voice, and acting with consideration for others.
INVESTIGATE	In my own and other cultures <b>I can</b> compare school/learning environments and curricula to determine what is valued.
INTERACT	<b>I can</b> meet with an advisor in the target culture to select courses that match my preferences and academic goals.
INVESTIGATE	In my own and other cultures <b>I can</b> compare how people express time and think about it in similar and different ways.
INTERACT	<b>I can</b> consider socially appropriate times and punctuality when inviting someone to go out informally.
INVESTIGATE	In my own and other cultures <b>I can</b> compare how traditions and events influence music and art.
INTERACT	<b>I can</b> talk about similarities and differences between art and music festivals with a peer from another culture.
INVESTIGATE	In my own and other cultures <b>I can</b> compare efforts people take to protect the environment.
INTERACT	<b>I can</b> work with peers in another culture to address a local environmental issue, such as creating a recycling or composting program.
INVESTIGATE	In my own and other cultures <b>I can</b> tell why people think differently about entertainment, social media and literature.
INTERACT	<b>I can</b> compare video game preferences with a peer in the target culture.
INVESTIGATE	In my own and other cultures <b>I can</b> compare and contrast how people label nationalities and why they do so.
INTERACT	<b>I can</b> work with a partner class in the target culture to survey everyone's views toward yet another culture and identify common stereotypes.
INVESTIGATE	In my own and other cultures <b>I can</b> identify and compare the values that promote globalized products, such as efficiency and comfort.
INTERACT	<b>I can</b> exchange information with a peer in another culture about their preferred technology for communicating.



# INTERCULTURAL COMMUNICATION

## PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES



### INTERMEDIATE

<b>INVESTIGATE</b>  Investigate Products And Practices To Understand Cultural Perspectives	PROFICIENCY BENCHMARK	
	In my own and other cultures <b>I can</b> make comparisons between products and practices to help me understand perspectives.	
	PERFORMANCE INDICATORS	
	<b>PRODUCTS</b>	In my own and other cultures <b>I can</b> compare products related to everyday life and personal interests or studies.
<b>INTERACT</b>  Interact With Others In And From Another Culture	<b>PRACTICES</b>	In my own and other cultures <b>I can</b> compare practices related to everyday life and personal interests or studies.
	PROFICIENCY BENCHMARK	
	<b>I can</b> interact at a functional level in some familiar contexts.	
	PERFORMANCE INDICATORS	
	<b>LANGUAGE</b>	<b>I can</b> converse with peers from the target culture in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences.
	<b>BEHAVIOR</b>	<b>I can</b> recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders.

### EXAMPLES: Linking Investigation and Interaction

*I can... (customize with specific content).*

INVESTIGATE	In my own and other cultures <b>I can</b> compare how attitudes toward informality and formality in relationships affect behavior and language.
INTERACT	<b>I can</b> use appropriate greeting and leave taking gestures and behaviors in familiar informal and formal situations.
INVESTIGATE	In my own and other cultures <b>I can</b> compare the roles of family members.
INTERACT	<b>I can</b> respond in an appropriate informal and formal manner in familiar family situations.
INVESTIGATE	In my own and other cultures <b>I can</b> identify differences in math operations and consider the possible cultural influences.
INTERACT	<b>I can</b> work with a newcomer ELL and compare how we perform a particular math operation.
INVESTIGATE	In my own and other cultures <b>I can</b> compare how food is organized on a nation's food plate/pyramid, based on factors such as geography, economy, or attitudes toward health.
INTERACT	<b>I can</b> demonstrate culturally appropriate behaviors as I discuss and try unfamiliar food and drink.
INVESTIGATE	In my own and other cultures <b>I can</b> compare how and why the options for sports and leisure activities vary depending on cultural attitudes.
INTERACT	<b>I can</b> follow the rules and etiquette when playing a sport with peers from the target culture.
INVESTIGATE	In my own and other cultures <b>I can</b> identify and compare the values expressed by the ways people celebrate holidays or festivals.
INTERACT	<b>I can</b> adjust the way I dress to make it appropriate for a celebration or event.
INVESTIGATE	In my own and other cultures <b>I can</b> compare how the various options for travel are determined by geography, economics, and ecology.
INTERACT	<b>I can</b> choose an appropriate means of transportation based on my location, needs, and local options.
INVESTIGATE	In my own and other cultures <b>I can</b> compare how buying and selling products and services reflects local and community customs.
INTERACT	<b>I can</b> use the currency with a clear understanding of its conversion value.
INVESTIGATE	In my own and other cultures <b>I can</b> identify and compare the values that promote globalized practices, such as use of time and social interaction.
INTERACT	<b>I can</b> use technology to communicate with peers in the target culture.