




NCSSFL-ACTFL CAN-DO STATEMENTS

PROFICIENCY BENCHMARKS



NOVICE PROFICIENCY BENCHMARK

INTERMEDIATE PROFICIENCY BENCHMARK

COMMUNICATION

 <p>INTERPRETIVE</p>	<p>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.</p>	<p>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.</p> <p>✓</p>
 <p>INTERPERSONAL</p>	<p>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.</p>	<p>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.</p> <p>✓</p>
 <p>PRESENTATIONAL</p>	<p>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.</p>	<p>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.</p> <p>✓</p>

INTERCULTURAL COMMUNICATION

 <p>INVESTIGATE</p>	<p>In my own and other cultures I can identify products and practices to help me understand perspectives.</p>	<p>In my own and other cultures I can make comparisons between products and practices to help me understand perspectives.</p> <p>✓</p>
 <p>INTERACT</p>	<p>I can interact at a survival level in some familiar everyday contexts.</p>	<p>I can interact at a functional level in some familiar contexts.</p> <p>✓</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** that I hear, read or view?*

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** that I hear, read or view?*

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

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.



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

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 that I hear, read or view?*

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.

What elements of literacy lead to higher levels of understanding in the Interpretive Mode?

Learners move along the proficiency continuum at different speeds in listening, reading or viewing. Learners bring prior skills and experience in L1 and L2 to the Interpretive mode. Factors that impact how well learners understand texts include: **a)** text complexity or length; **b)** familiarity with topic and background knowledge; and **c)** ability to use literacy strategies such as recognizing key words, detecting the main idea, identifying supporting details, noting organizational features, guessing meaning from context, identifying logical inferences, identifying the author's perspective and cultural perspectives/norms.



INTERPRETIVE COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

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** that I hear, read or view?*

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.

What elements of literacy lead to higher levels of understanding in the Interpretive Mode?

Learners move along the proficiency continuum at different speeds in listening, reading or viewing. Learners bring prior skills and experience in L1 and L2 to the Interpretive mode. Factors that impact how well learners understand texts include: **a)** text complexity or length; **b)** familiarity with topic and background knowledge; and **c)** ability to use literacy strategies such as recognizing key words, detecting the main idea, identifying supporting details, noting organizational features, guessing meaning from context, identifying logical inferences, identifying the author's perspective and cultural perspectives/norms.



INTERPRETIVE COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

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

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 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 someone explains why he couldn't attend a party.

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

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.

What elements of literacy lead to higher levels of understanding in the Interpretive Mode?

Learners move along the proficiency continuum at different speeds in listening, reading or viewing. Learners bring prior skills and experience in L1 and L2 to the Interpretive mode. Factors that impact how well learners understand texts include: **a)** text complexity or length; **b)** familiarity with topic and background knowledge; and **c)** ability to use literacy strategies such as recognizing key words, detecting the main idea, identifying supporting details, noting organizational features, guessing meaning from context, identifying logical inferences, identifying the author's perspective and cultural perspectives/norms.



INTERPERSONAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

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

INVESTIGATE Investigate Products And Practices To Understand Cultural 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 compare products related to everyday life and personal interests or studies. ✓
INTERACT Interact With Others In And From Another Culture	PRACTICES	In my own and other cultures I can compare practices related to everyday life and personal interests or studies. ✓
	PROFICIENCY BENCHMARK	
	I can interact at a functional level in some familiar contexts.	
	PERFORMANCE INDICATORS	
	LANGUAGE	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 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 I can compare how and why houses, buildings, and towns affect lifestyles.
INTERACT	I can 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 I can compare events and beliefs that drive the creation of a monument or the popularity of a landmark.
INTERACT	I can 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 I can compare school/learning environments and curricula to determine what is valued.
INTERACT	I can 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 I can compare how people express time and think about it in similar and different ways.
INTERACT	I can consider socially appropriate times and punctuality when inviting someone to go out informally.
INVESTIGATE	In my own and other cultures I can compare how traditions and events influence music and art.
INTERACT	I can talk about similarities and differences between art and music festivals with a peer from another culture.
INVESTIGATE	In my own and other cultures I can compare efforts people take to protect the environment.
INTERACT	I can 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 I can tell why people think differently about entertainment, social media and literature.
INTERACT	I can compare video game preferences with a peer in the target culture.
INVESTIGATE	In my own and other cultures I can compare and contrast how people label nationalities and why they do so.
INTERACT	I can 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 I can identify and compare the values that promote globalized products, such as efficiency and comfort.
INTERACT	I can exchange information with a peer in another culture about their preferred technology for communicating.

INTERCULTURAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES



INTERMEDIATE

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