


## PROFICIENCY BENCHMARKS

<b>NOVICE PROFICIENCY BENCHMARK</b>	<b>INTERMEDIATE PROFICIENCY BENCHMARK</b>
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### COMMUNICATION

 <b>INTERPRETIVE</b>	<p><i>I can</i> 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> <div style="text-align: center; font-size: 2em; color: #0056b3;">X</div>	<p><i>I can</i> 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>
 <b>INTERPERSONAL</b>	<p><i>I can</i> 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>I can</i> 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> <div style="text-align: center; font-size: 2em; color: #0056b3;">X</div>
 <b>PRESENTATIONAL</b>	<p><i>I can</i> 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> <div style="text-align: center; font-size: 2em; color: #0056b3;">X</div>	<p><i>I can</i> 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

 <b>INVESTIGATE</b>	<p>In my own and other cultures <i>I can</i> identify products and practices to help me understand perspectives.</p>	<p>In my own and other cultures <i>I can</i> make comparisons between products and practices to help me understand perspectives.</p> <div style="text-align: center; font-size: 2em; color: #0056b3;">X</div>
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 INTERACT	<p><i>I can</i> interact at a survival level in some familiar everyday contexts.</p>	<p><i>I can</i> interact at a functional level in some familiar contexts.</p> <div style="text-align: center; font-size: 2em; color: #4682B4;">X</div>
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**INTERPRETIVE COMMUNICATION**

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

**NOVICE**

PROFICIENCY BENCHMARK

*I can* identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.

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


PERFORMANCE INDICATORS

NOVICE LOW	NOVICE MID	NOVICE HIGH
<p><i>I can</i> identify memorized or familiar words when they are supported by gestures or visuals in informational texts.</p>	<p><i>I can</i> identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in informational texts.</p>	<p><i>I can</i> identify the topic and some isolated facts from simple sentences in informational texts.</p> <div style="text-align: center; font-size: 2em; color: #4682B4;">X</div>

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


PERFORMANCE INDICATORS

NOVICE LOW	NOVICE MID	NOVICE HIGH
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<i>I can</i> identify memorized or familiar words when they are supported by gestures or visuals in fictional texts.	<i>I can</i> identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in fictional texts.	<i>I can</i> identify the topic and some isolated elements from simple sentences in short fictional texts. 
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**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**

NOVICE LOW	NOVICE MID	NOVICE HIGH
<i>I can</i> understand memorized or familiar words when they are supported by gestures or visuals in conversations.	<i>I can</i> identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in conversations.	<i>I can</i> understand familiar questions and statements from simple sentences in conversations. 

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

Learners move along the proficiency continuum at different speeds in listening, reading or viewing. Learners bring prior skills and experience in L1 and L2 to the Interpretive mode. Factors that impact how well learners understand texts include: a) text complexity or length  
b) familiarity with topic and background knowledge

c) ability to use literacy strategies such as recognizing key words, detecting the main idea, identifying supporting details, noting organizational features, guessing meaning from context, identifying logical inferences, identifying the author’s perspective and cultural perspectives/norms.



**INTERPERSONAL COMMUNICATION**

**PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS**


**NOVICE**

**PROFICIENCY BENCHMARK**

*I can* communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.

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


**PERFORMANCE INDICATORS**

NOVICE LOW	NOVICE MID	NOVICE HIGH
<i>I can</i> provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals.	<i>I can</i> request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences. 	<i>I can</i> request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time.

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


**PERFORMANCE INDICATORS**

NOVICE LOW	NOVICE MID	NOVICE HIGH
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<p><i>I can</i> express some basic needs, using practiced or memorized words and phrases, with the help of gestures or visuals.</p>	<p><i>I can</i> express basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.</p>	<p><i>I can</i> interact with others to meet my basic needs related to routine everyday activities, using simple sentences and questions most of the time.</p> 
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***How can I express, react to, and support preferences and opinions in conversations?***



PERFORMANCE INDICATORS		
NOVICE LOW	NOVICE MID	NOVICE HIGH
<p><i>I can</i> express basic preferences or feelings, using practiced or memorized words and phrases, with the help of gestures or visuals.</p> 	<p><i>I can</i> express my own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.</p>	<p><i>I can</i> express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic.</p>


**PRESENTATIONAL COMMUNICATION**

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

**NOVICE**

PROFICIENCY BENCHMARK
<p><i>I can</i> 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>

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

PERFORMANCE INDICATORS		
NOVICE LOW	NOVICE MID	NOVICE HIGH
<p><i>I can</i> introduce myself using practiced or memorized words and phrases, with the help of gestures or visuals.</p>	<p><i>I can</i> present information about myself, my interests and my activities using a mixture of practiced or memorized words, phrases and simple sentences.</p> 	<p><i>I can</i> present personal information about my life and activities, using simple sentences most of the time.</p>

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

PERFORMANCE INDICATORS

NOVICE LOW	NOVICE MID	NOVICE HIGH
<i>I can</i> express my likes and dislikes using practiced or memorized words and phrases, with the help of gestures or visuals.	<i>I can</i> express my likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases and simple sentences	<i>I can</i> express my preferences on familiar and everyday topics of interest, using simple sentences most of the time.



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

PERFORMANCE INDICATORS

NOVICE LOW	NOVICE MID	NOVICE HIGH
<i>I can</i> name very familiar people, places, and objects using practiced or memorized words and phrases, with the help of gestures or visuals.	<i>I can</i> present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases and simple sentences.	<i>I can</i> present on familiar and everyday topics, using simple sentences most of the time.



**INTERCULTURAL COMMUNICATION**

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS



**NOVICE**

**INTERMEDIATE**

	PROFICIENCY BENCHMARK	PROFICIENCY BENCHMARK
<b>INVESTIGATE</b> Investigate Products And Practices To Understand Cultural Perspectives	In my own and other cultures <i>I can</i> identify products and practices to help me understand perspective	In my own and other cultures <i>I can</i> make comparisons between products and practices to help me understand perspectives.



	PERFORMANCE INDICATORS	PERFORMANCE INDICATORS
<b>PRODUCTS</b>	In my own and other cultures <i>I can</i> identify some typical products related to familiar everyday life.	In my own and other cultures <i>I can</i> compare products related to everyday life and personal interests or studies.



<p><b>PRACTICES</b></p>	<p>In my own and other cultures <i>I can</i> identify some typical practices related to familiar everyday life.</p>	<p>In my own and other cultures <i>I can</i> compare practices related to everyday life and personal interests or studies.</p> <p></p>
	<p><b>PROFICIENCY BENCHMARK</b></p>	<p><b>PROFICIENCY BENCHMARK</b></p>
<p><b>INTERACT</b></p> <p>Interact With Others In And From Another Culture</p>	<p><i>I can</i> interact at a survival level in some familiar everyday contexts.</p>	<p><i>I can</i> interact at a functional level in some familiar contexts.</p> <p></p>
<p><b>LANGUAGE</b></p>	<p><b>PERFORMANCE INDICATORS</b></p> <p><i>I can</i> communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness.</p>	<p><b>PERFORMANCE INDICATORS</b></p> <p><i>I can</i> converse with peers from the target culture in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences.</p> <p></p>
<p><b>BEHAVIOR</b></p>	<p><i>I can</i> use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.</p> <p></p>	<p><i>I can</i> recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders.</p>



## INTERPRETIVE COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

### NOVICE

#### PROFICIENCY BENCHMARK

*I can* identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.

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

#### PERFORMANCE INDICATORS

##### NOVICE LOW

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

##### NOVICE MID

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

##### NOVICE HIGH

*I can* identify the topic and some isolated facts from simple sentences in informational texts.

#### EXAMPLES: Written

##### NOVICE LOW

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

*I can* identify some locations or stores by their signs. *I can* identify names of classes and their locations on a class schedule. *I can* identify my departure and arrival times from a supporting visual. *I can* identify some names of cities on a map. *I can* understand what information is provided on a media site. *I can* recognize the labels on a recycling bin.

##### NOVICE MID

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

*I can* identify nutritional categories on food labels. *I can* understand a variety of simple messages on greeting cards. *I can* select a movie based on a short description. *I can* understand someone's profile on a social media site. *I can* understand subject-specific terms on a word student ID card. *I can* understand subject-specific terms on a word wall.

##### NOVICE HIGH

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

*I can* follow directions in a Scavenger Hunt game. *I can* match a word or character in a headline to a greeting card. *I can* recognize labeled aisles in a store. *I can* understand some facts about the weather especially when weather symbols are used.

#### EXAMPLES: Spoken, Viewed or Signed

##### NOVICE LOW

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

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

##### NOVICE MID

*I can* understand a cell phone number.

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

*I can* understand the time announced for a store closing. *I can* understand directions for setting the table. *I can* follow directions to fill out a simple graphic organizer.

##### NOVICE HIGH

*I can* understand the names of the planets in a science class.

*I can* recognize some weather expressions in a forecast.

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

*I can* understand the name of a product, the cost, and where to buy it from a radio ad. *I can* understand who to pick up and where to take them from a friend's voicemail.

#### **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

*I can* follow a YouTube video on how to play a simple game.

*I can* understand an emergency alert during a TV show.

*I can* understand when a sports announcer introduces the team players.

### NOVICE

#### PROFICIENCY BENCHMARK

*I can* identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.

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

#### PERFORMANCE INDICATORS

##### NOVICE LOW

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

##### NOVICE MID

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

##### NOVICE HIGH

*I can* identify the topic and some isolated elements from simple sentences in short fictional texts.

#### EXAMPLES: Written

##### NOVICE LOW

*I can...* (customize with specific content). *I can* identify a few individual written words in a story.

##### NOVICE MID

*I can...* (customize with specific content). *I can* identify some phrases describing a character in a story.

##### NOVICE HIGH

*I can...* (customize with specific content). *I can* identify the topic of a short story. the title of a story.

*I can* recognize a few individual written words in a tale. picture book. pictures in a book.

*I can* identify some phrases in captions from a picture book.

*I can* identify some of the events in a fairy tale.

*I can* recognize a few individual words in a poem. superhero as

*I can* recognize a familiar memorized line from a poem.

*I can* identify some of the traits of a character described in a comic book.

*I can* recognize a character's name in a folk tale.

poem.

*I can* identify some actions described in a scene from a play.

*I can* recognize common opening and closing words in a fairy tale. *I can* recognize a song's common one-line refrain.

*I can* recognize some events from a story timeline.

of

#### EXAMPLES: Spoken, Viewed or Signed

##### NOVICE LOW

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

*I can* recognize a few individual words of a read aloud story. in a story.

##### NOVICE MID

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

*I can* identify some phrases describing a character in a story.

##### NOVICE HIGH

*I can* recognize common opening and closing words in oral storytelling.

*I can* recognize a few individual words in a read aloud poem. *I can* recognize a familiar memorized line from a poem.

*I can* identify some phrases from a read aloud poem.

*I can* recognize some events from a cartoon.

*I can* recognize a character's name in a folk tale.

poem.

*I can* recognize a song's common one-line refrain.

#### 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

**an** recognize a few familiar words from a music video.

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

**I can** identify where and when a read aloud story takes place.

**I can** identify how to get to the next level when playing a video game.

**I can** identify some of the events in a videostreamed show.

**I can** identify some of the traits of a superhero described in video comic books.

**I can** identify some actions described in a scene from a movie.

## NOVICE

### PROFICIENCY BENCHMARK

**I can** identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.

*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

#### NOVICE LOW

**I can** understand memorized or familiar words when they are supported by gestures or visuals in conversations.

#### NOVICE MID

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



#### NOVICE HIGH

**I can** understand familiar questions and statements from simple sentences in conversations.

### EXAMPLES: Written

#### NOVICE LOW

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

**I can** recognize names and titles in an email descriptions of introduction. **I can** recognize very

**I can** recognize familiar place names in a brochure.

**I can** recognize greetings and leave taking words in an email.

**I can** recognize salutation words in a business letter. **I can** understand familiar directions on a text message.



#### NOVICE MID

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

**I can** recognize dates in an email message. **I can** recognize common abbreviations in a text message.

**I can** recognize whether a correspondence is formal or informal.

**I can** understand the time in a meeting request.

**I can** understand simple questions about a mobile app. **I can** understand simple questions about correspondence among e-pals.

#### NOVICE HIGH

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

**I can** understand someone's simple a photo on Instagram.

**I can** understand questions about class schedules in a text message.

**I can** understand simple feedback on a homework assignment.

**I can** recognize question words in a

**I can** understand simple questions in a chat room.

### EXAMPLES: Spoken, Viewed or Signed

#### NOVICE LOW

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

**I can** recognize when greetings and leave-taking are expressed.

#### NOVICE MID

**I can** recognize peoples' names and their titles when they are introduced.



#### NOVICE HIGH

**I can** recognize a few individual question words in a conversation among visitors in school.

### 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.

**I can** recognize familiar names of places discussed on a tour.

**I can** understand simple words of praise by a teacher to a student.

**I can** recognize familiar names of places

**I can** recognize when greetings and leave-taking are expressed.

**I can** understand simple words of praise by a teacher to a student.

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


**I can** understand when someone asks a person's name.

**I can** recognize a time or date when plans for an event are discussed.

**I can** recognize some common expressions when people are discussing the weather.

**I can** understand simple instructions given by a parent to a child on the playground.

**I can** understand the difference between a spoken statement and question in peoples' conversations.



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

**I can** sometimes understand to whom people are directing their conversation.

**I can** understand someone's simple descriptions of a photo.

**I can** understand questions about someone's social schedule.

**I can** understand simple compliments given to a hostess.

**I can** understand simple questions a guest asks about family.

**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

### NOVICE

#### PROFICIENCY BENCHMARK

*I can* communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.

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

#### PERFORMANCE INDICATORS

##### NOVICE LOW

*I can* provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals.

##### NOVICE MID

*I can* request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.

##### NOVICE HIGH

*I can* request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time.

#### EXAMPLES: Speaking/Listening or Signing

##### NOVICE LOW

*I can... (customize with specific content).*  
*I can* introduce myself when I meet people.  
*I can* answer questions about who is in my family.  
*I can* answer questions about my favorite weekend classes are activities.  
*I can* respond to a basic math question using numbers.  
*I can* respond when asked to name the style of music I am playing.

##### NOVICE MID

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

##### NOVICE HIGH

*I can... (customize with specific content).*  
*I can* exchange information about things to do in my town.  
*I can* exchange information about which harder or easier than others and why.  
*I can* ask and respond to some simple questions about a scientific infographic.  
*I can* contribute to a conversation about a story by identifying who, what, when, and where.  
*I can* ask and answer questions about a job opening.

#### EXAMPLES: Writing/Reading

##### NOVICE LOW

*I can... (customize with specific content).*  
*I can* respond to personal questions such as my name, age, or family in an online forum.  
*I can* fill out an online form to provide my class schedule.

##### NOVICE MID

*I can... (customize with specific content).*  
*I can* ask and answer questions about school, food, or hobbies in an online conversation.  
*I can* text questions and answers about the type of tonight. music venues.

##### NOVICE HIGH

*I can... (customize with specific content).*  
*I can* exchange information about what I do for fun with an ePal.  
*I can* exchange texts with a friend about local

*I can* fill in a chat box by answering who, what, where and or when questions. *I can* respond to an e-invitation and ask questions about the event. *I can* respond to an email about a sporting event I attended.

*I can* text a friend the time and day we plan to meet. *I can* write a post-it note in response to a discussion question. *I can* write a response to an e-card greeting.

*I can* respond to a text message that asks where I am going. *I can* text a backroom chat response. *I can* exchange information about the latest video game in an online chat.

## INTERPERSONAL COMMUNICATION

### PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES



## NOVICE

### PROFICIENCY BENCHMARK

*I can* communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.

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

#### PERFORMANCE INDICATORS

##### NOVICE LOW

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

##### NOVICE MID

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

##### NOVICE HIGH

*I can* interact with others to meet my basic needs related to routine everyday activities, using simple sentences and questions most of the time.

#### EXAMPLES: Speaking/Listening or Signing

##### NOVICE LOW

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

*I can* tell someone my name. *I can* introduce someone in a polite way. *I can* tell the customs official which countries I visited. *I can* tell someone whether or not I understand them. *I can* ask and understand how much something I need to pay for my lunch. *I can* interact with a partner to plan who will do questions. *I can* interact with a partner to plan who will do what for an upcoming project, and when. *I can* politely ask someone to repeat something I did not understand. *I can* ask and understand how much something I need to pay for my lunch. *I can* interact with a partner to decide whether to costs.

##### NOVICE MID

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

*I can* ask for directions when I'm lost. *I can* greet and take leave what for an upcoming project, and when. *I can* exchange advice to choose an outfit for an event. *I can* say that I am hungry, cold, or tired and ask others. *I can* ask and answer questions about homework. *I can* confirm with my partner the time, place and *I can* say how much money I need to pay for my lunch. *I can* ask and understand how much something I need to pay for my lunch. *I can* interact with a partner to decide whether to costs. *I can* interact with a partner to decide whether to costs. **EXAMPLES: Writing/Reading**

##### NOVICE HIGH

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

*I can* interact online to ask and answer about a homework assignment.

##### NOVICE LOW

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

*I can* introduce myself on an online site. *I can* enter a word in an online Scrabble game.

##### NOVICE MID

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

*I can* respond to online survey questions to say where I want to study abroad and when.

##### NOVICE HIGH

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

*I can* interact online to ask and answer about a homework assignment.



*I can* respond with the appropriate greeting to a text message. on a social media site. *I can* add personalized birthday wishes to a friend messages. *I can* make plans for a picnic with others via text messages.

*I can* add happy birthday to a social media post. *I can* respond to a text message asking for an alternative day/time for an appointment. *I can* text my friend to bring me something from a restaurant and answer my friend's questions.

*I can* reply to a message asking the price for a service. *I can* ask questions to the online sales rep about steps for an an item. experiment. *I can* exchange messages to set up the

*I can* participate in an online exchange to get ready doctor's office to for an upcoming trip. *I can* exchange information with a prepare for an upcoming appointment.

NCSSEF-ACTFL CAN-DO STATEMENTS



## INTERPERSONAL COMMUNICATION

### PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

## NOVICE

### PROFICIENCY BENCHMARK

*I can* communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.

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

### PERFORMANCE INDICATORS

#### NOVICE LOW

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

#### NOVICE MID

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

#### NOVICE HIGH

*I can* express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic.

### EXAMPLES: Speaking/Listening or Signing

#### NOVICE LOW

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

*I can* say if I feel well, so-so, or sick. *I can* identify my favorite people, places, or things about what kinds of apps for different purposes.

*I can* say what food I like or dislike.

*I can* say if I agree with someone about basic

#### NOVICE MID

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

*I can* exchange preferences with my friends about our likes and dislikes. *I can* exchange recommendations about the best to stay healthy. *I can* say what sport I play.

*I can* add to a conversation what I like and dislike about having a pet. *I can* exchange preferences about which subjects I like or dislike.

*I can* ask and answer questions about favorite singers.

#### NOVICE HIGH

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

*I can* exchange with others some ideas about ways *I can* ask and answer questions chores are easier or more enjoyable.

*I can* interact with friends to identify kinds of photos I think are appropriate to post on social media. *I can* compare schedules with a friend to identify who has a harder week ahead.

*I can* exchange opinions about my school's cafeteria food.



## EXAMPLES: Writing/Reading

### NOVICE LOW

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

**I can** respond to a social media site about best restaurants or best sports teams, indicating

approval or disapproval. **I can** post clothing photos on a social media site friend about where I prefer to meet and ask advice about which to buy.

and when. **I can** read a note from my roommate about evening plans and write a short response.

**I can** choose my preference for clothing brands on others about an online survey.

**I can** complete a simple survey to identify what I like and don't like about a store or service.

### NOVICE MID

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

**I can** choose answers on an online personality survey. recommendations.

**I can** ask and react to a friend's post on a social media site.

**I can** exchange with visitors on a shared Wiki preferences of things to do.

**I can** tweet my opinion about a new movie in something I read on a forum about sports.

**I can** react to my classmates' posts on an online learning tool. gaming site.

### NOVICE HIGH

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

**I can** craft a response to a blog post about movie



**I can** text my

preferences of things to do.

**I can** add my comments to those of

**I can** exchange preferences in video games on a



## PRESENTATIONAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

### NOVICE

#### PROFICIENCY BENCHMARK

*I can* present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.

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

#### PERFORMANCE INDICATORS

NOVICE LOW

NOVICE MID

NOVICE HIGH



*I can*

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

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

**I can** present personal information about my life and activities, using simple sentences most of the time.

### NOVICE LOW

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

**I can** say my name, age, and where I live to introduce myself.

**I can** say my phone number, home address, and email address.

**I can** say some activities I do every day.

**I can** tell the names of places I go on the weekend. **I can** state my physical or personality traits.

### NOVICE LOW

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

**I can** write my name, age, and where I live on a simple form.

**I can** write my phone number, home address, and email address on a simple form.

**I can** write how I'm feeling in a short journal entry. **I can** write a list of what I need to pack for an upcoming trip. **I can** write a shopping list of what I need to buy.

### NOVICE MID

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

**I can** name my family members, their ages, their relationships to me, and what they like to do. **I can** state a few

personality or physical characteristics of a hero of mine.

**I can** identify parts of my house, my school or my place of work.

**I can** name places in my community, town, city, state or country.

**I can** tell someone my activities and schedule for the day.

### EXAMPLES: Writing

#### NOVICE MID

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

**I can** caption a photo with my family members' names, ages, relationship to me, and what they like to do.



**I can**

- I can* write about what I look like so that someone can recognize me.
- I can* write the physical or personality traits of a character in a book.
- I can* list my classes or work activities and tell what time they start and end.
- I can* list my weekend activities and who does them with me.

**NOVICE HIGH**

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

- I can* identify whom I and people in other cultures consider to be part of the family, using a few simple details.



- I can* describe where I work and what I do.
- I can* tell a peer or colleague what I did this weekend.
- I can* give biographical information about others.
- I can* give some simple reasons why I am late for an appointment.

**NOVICE HIGH**

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

**EXAMPLES: Speaking or Signing**

- I can* identify whom I and people in other cultures consider to be part of the family, using a few simple details.
- I can* write a short note, text or email to my friend about upcoming plans.
- I can* write information about my daily life in a letter, blog, discussion board or email message.
- I can* write about a field trip, an event or an activity that I participated in.
- I can* write the sequence of events from a story I've read or a video I've seen.

*I can*

**PRESENTATIONAL COMMUNICATION**

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

**NOVICE**

## PROFICIENCY BENCHMARK

*I can* present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.

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

## PERFORMANCE INDICATORS

NOVICE LOW

NOVICE MID

NOVICE HIGH

*I can*

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

**I can** express my likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases and simple sentences

**I can** express my preferences on familiar and everyday topics of interest, using simple sentences most of the time.

### NOVICE LOW

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

**I can** list places I like to go to see art or listen to music.

**I can** tell sports I like or don't like.

**I can** name some of my favorite animals based on pictures I see.

**I can** look at pictures on a menu and name foods based on my likes and dislikes.

**I can** state some activities which I enjoy.

### NOVICE LOW

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

**I can** list places I like to go to see art or listen to music.

**I can** create a simple chart of a few things I like and dislike.

**I can** label the things I like and don't like in a picture.

**I can** write a list of desirable and undesirable characteristics of a friend.

**I can** list my favorite free-time activities to create a survey for my peers.

### NOVICE MID

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

**I can** tell where I like to go to see art or listen to music.



**I can** say how much I like or don't like certain foods. **I can** state my favorite free-time activities and those I don't like.

**I can** state which actor or author I like the best.

**I can** say which school subjects are my most and least favorite.

### EXAMPLES: Writing

### NOVICE MID

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

**I can** write where I go to see art or listen to music. **I can** write how much I like or don't like certain sports.

**I can**

*I can* create a bulleted list telling why a class is my favorite.

*I can* write a rank ordered list of my favorite and least favorite free-time activities.

*I can* caption pictures of what I consider to be good and bad lunch options.

**NOVICE HIGH**

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

*I can* recommend places to experience a variety of art and music styles.

*I can* describe my favorite actor or author.

*I can* tell about others' likes and dislikes.

*I can* present a brief description of a website I find useful.

*I can* give a few details about my favorite restaurant.

**NOVICE HIGH**

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

*I can* recommend places to experience a variety of art and music styles.

*I can* write about others' likes and dislikes in order to form a team or work group.

*I can* create a slogan and short description for an advertisement.

*I can* write a description of my favorite character from a story.

*I can* make a simple poster to campaign for a person or event.

**EXAMPLES: Speaking or Signing**

*I can*



## PRESENTATIONAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

### NOVICE

#### PROFICIENCY BENCHMARK

*I can* present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.

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

#### PERFORMANCE INDICATORS

NOVICE LOW

NOVICE MID

NOVICE HIGH

*I can*

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

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

**I can** present on familiar and everyday topics, using simple sentences most of the time.

### NOVICE LOW

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

**I can** name items I see every day.

**I can** name some countries on a map when planning a trip.

**I can** name some famous landmarks and people.

**I can** say numbers from 1-10.

**I can** say the date and the day of the week.



### NOVICE LOW

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

**I can** label familiar people, places, and objects in pictures and posters.

**I can** fill out a simple form with my name, address, phone number, birth date, and nationality.

**I can** copy a simple phrase like "Happy Birthday," "Happy Holidays," etc.

**I can** list the names of places on a map and list items I see every day.



**I can** give some simple information about animals, foods or sports based on pictures or photos.

**I can** tell the location of a city relative to another city on a map. **I can** present simple information about my town or city.

**I can** give some simple information about historical figures based on pictures or photos.

### EXAMPLES: Writing

#### NOVICE MID

#### NOVICE MID

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

**I can** give some simple information about my classroom or school.

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

**I can** write some simple information about my classroom or school.

**I can**

*I can* write some simple details about animals, foods, historical figures, or sports based on pictures or photos.

*I can* list my daily activities.

*I can* write a to-do list.

*I can* fill out a simple schedule.

**NOVICE HIGH**

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

*I can* identify some elements of a classroom, a school schedule or levels of schooling.

**NOVICE HIGH**

*I can* present information on something I learned about in a class or at work.

*I can* describe a simple process such as how to make something or the steps of a science experiment.

*I can* describe a simple routine such as getting lunch in a cafeteria or restaurant.

*I can* give simple directions to a nearby location.

a classroom, a school schedule, or levels of schooling.

*I can* write a simple process such as how to solve a math problem.

*I can* write simple captions for pictures or photos. *I can* write simple directions to a nearby location.

*I can* write an email requesting more information about something I found online such as a local event or student organization.



*I can...* (customize with specific content).  
*I can* identify in writing some elements of  
**EXAMPLES: Speaking or Signing**

*I can*



## INTERCULTURAL COMMUNICATION

### PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

INVESTIGATE	In my own and other cultures <b>I can</b> identify locations to buy something and how culture affects where people shop.
INTERACT	<b>can</b> use rehearsed behaviors when shopping in a familiar type of store.
INVESTIGATE	In my own and other cultures <b>I can</b> identify familiar landmarks and monuments and what they represent to people.
INTERACT	<b>can</b> act appropriately when purchasing an entrance ticket to a landmark or historical site.
INVESTIGATE	In my own and other cultures <b>I can</b> identify some elements of a classroom, a school schedule, or levels of schooling and how they reflect the culture.
INTERACT	<b>can</b> answer simple questions about my study abroad plans.
INVESTIGATE	In my own and other cultures <b>I can</b> interpret simple schedules and consider how people think about time.
INTERACT	<b>can</b> schedule a call or video conference with a peer in the target culture with awareness of time differences and the other's schedules.
INVESTIGATE	In my own and other cultures <b>I can</b> identify some artists and musicians, their styles and contributions.
INTERACT	<b>can</b> recommend sites to experience a variety of local art and music styles.
INVESTIGATE	In my own and other cultures <b>I can</b> identify geographical forms and how they affect a country's natural resources.
INTERACT	<b>can</b> work with a peer in another culture to create a digital presentation on each country's natural resources.
INVESTIGATE	In my own and other cultures <b>I can</b> identify examples of entertainment, social media and literature and peoples' attitudes toward them.
INTERACT	<b>can</b> use some Internet slang abbreviations to communicate a short message through social media.
INVESTIGATE	In my own and other cultures <b>I can</b> identify some products that reveal a stereotype or exaggerated view of a culture.

INTERACT	<i>can</i> work with a peer in the target culture to create posters exposing stereotyped images of each others' countries.
INVESTIGATE	In my own and other cultures <i>I can</i> identify some traditional products and show how and why they are globalized such as fast food, jeans, or social media.
INTERACT	<i>can</i> share with peers in another culture restaurants and foods that might be familiar to them.

## NOVICE

<b>INVESTIGATE</b> Investigate Products And Practices To Understand Cultural Perspectives	PROFICIENCY BENCHMARK	
	In my own and other cultures <i>I can</i> identify products and practices to help me understand perspectives.	
	PERFORMANCE INDICATORS	
	PRODUCTS	In my own and other cultures <i>I can</i> identify some typical products related to familiar everyday life.
PRACTICES	In my own and other cultures <i>I can</i> identify some typical practices related to familiar everyday life.	
<b>INTERACT</b> Interact With Others In And From Another Culture	PROFICIENCY BENCHMARK	
	<i>I can</i> interact at a survival level in some familiar everyday contexts.	
	PERFORMANCE INDICATORS	
	LANGUAGE	<i>I can</i> communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness.
BEHAVIOR	<i>I can</i> use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.	









**EXAMPLES: Linking Investigation and Interaction**  
*I can... (customize with specific content).*

NCSSFL-ACTFL CAN-DO STATEMENTS

## INTERCULTURAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES



	INVESTIGATE	In my own and other cultures <i>I can</i> identify social practices such as greetings, introductions, leave-taking and thanking people.
	INTERACT	<i>can</i> greet and take leave from someone using polite rehearsed behaviors.
	INVESTIGATE	In my own and other cultures <i>I can</i> identify whom people consider to be part of their family.
	INTERACT	<i>can</i> appropriately address members of a family who represent different generations and genders.
	INVESTIGATE	In my own and other cultures <i>I can</i> identify how people count and measure.
	INTERACT	<i>can</i> work with a target language peer and use math skills to compare the area of our living spaces.
	INVESTIGATE	In my own and other cultures <i>I can</i> identify how, what and why people eat what they do.
	INTERACT	<i>can</i> act appropriately when obtaining food in familiar situations, such as grocery shopping or eating in a restaurant.
	INVESTIGATE	In my own and other cultures <i>I can</i> identify how people use their free time and why.
	INTERACT	<i>can</i> participate in a sport with peers of the target culture by observing and imitating them.
	INVESTIGATE	In my own and other cultures <i>I can</i> identify how people celebrate local and national holidays or festivals.
	INTERACT	<i>can</i> observe and imitate appropriate behaviors at a holiday or festival celebration.
	INVESTIGATE	In my own and other cultures <i>I can</i> identify how people travel from one place to another, such as driving, taking the train or riding a bike, and why they choose to travel this way.
	INTERACT	<i>can</i> access simple information about transportation options based on my location.
	INVESTIGATE	In my own and other cultures <i>I can</i> identify how culture is reflected in currencies.
	INTERACT	<i>can</i> use rehearsed behaviors when purchasing items in a familiar setting.



INVESTIGATE	In my own and other cultures <b>I can</b> identify some traditional practices and tell how and why they are globalized, such as the way people dress, length of school/workday or meal times.
INTERACT	<b>can</b> select clothing that fits in with what others are wearing.

## NOVICE

<b>INVESTIGATE</b> Investigate Products And Practices To Understand Cultural Perspectives	PROFICIENCY BENCHMARK	
	In my own and other cultures <b>I can</b> identify products and practices to help me understand perspectives.	
	PERFORMANCE INDICATORS	
	<b>PRODUCTS</b>	In my own and other cultures <b>I can</b> identify some typical products related to familiar everyday life.
	<b>PRACTICES</b>	In my own and other cultures <b>I can</b> identify some typical practices related to familiar everyday life.
<b>INTERACT</b> Interact With Others In And From Another Culture	PROFICIENCY BENCHMARK	
	<b>I can</b> interact at a survival level in some familiar everyday contexts.	
	PERFORMANCE INDICATORS	
	<b>LANGUAGE</b>	<b>I can</b> communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness.
	<b>BEHAVIOR</b>	<b>I can</b> use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.

### EXAMPLES: Linking Investigation and Interaction

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