NCSSFL-ACTFL CAN-DO STATEMENTS

For Use With LinguaFolio®

Novice Low



LINGUAFOLIO®

NCSSFL

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INSTRUCTIONS

The NCSSFL-ACTFL Can-Do **Benchmarks*** are ***italicized*** and are followed by specific Can-Do **Indicators** in **bold**. The indicators break down the benchmarks into smaller steps. Directly below the can-do learning indicators is a bulleted list of **Examples** that illustrate and make transparent what such expectations might look like. Benchmarks and indicators are aligned to ACTFL proficiency levels and sublevels and as such should **NOT** be modified. The blank can-do statement is designed for that purpose – to personalize learning targets that illustrate your language skills and performance.

Each statement should be assessed separately to identify a level of proficiency.

Self-Assessment Statement	Explanation
This is my goal.	This is something that I want to be able to do.
I can do this with help.	I am able to do this when prompted, when someone provides a word or hint, or after multiple tries.
I can do this consistently.	I have done this numerous times, comfortably and independently, without hesitation.
I have provided evidence to demonstrate this	Since I can do this without much effort, I have provided proof by sharing samples of my work that demonstrate this goal.

These self-assessment statements are provided to help you understand and document what you can do with the language that you are learning in each of the three modes of communication: interpretive, interpersonal and presentational.

- The **interpretive mode*** describes how you interpret meaning from hearing, reading or viewing the language in a variety of ways (e.g. voice mail, podcasts, lyrics, television, stories, books, public announcements, etc.).

- The **interpersonal mode** describes how you engage in direct oral, written or signed communication with others (e.g. face-to-face conversations, online discussions or video conferences, emails, text messaging, etc.).

- The **presentational mode** describes how you speak, write or sign to a variety of audiences (e.g. leaving a voice message, making a presentation, giving directions to a group, delivering a speech, etc.).

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

Learners move along the proficiency continuum at different speeds in listening, reading or viewing. Learners bring prior skills and experience in L1 and L2 to the Interpretive mode. Factors that impact how well learners understand texts include:

a) text complexity or length
b) familiarity with topic and background
c) knowledgeability to use literacy strategies such as recognizing key words, detecting the main idea, identifying supporting details, noting organizational features, guessing meaning from context, identifying logical inferences, identifying the author's perspective and cultural perspectives/norms.

NOVICE LOW

Novice Benchmark

Interpretive Listening or Viewing

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

	This is my goal.	I can do this with help.	I can do this consistently.	I have provided evidence to demonstrate this.
What can I understand or interpret in authentic informational texts that I hear or view?				
I can identify memorized or familiar words when they are supported by gestures or visuals in informational texts. **Examples** • I can_____ • I can recognize familiar names of people and places in a public announcement. • I can understand simple directions to a familiar place. • I can follow instructions for simple class routines. • I can understand names and titles when speakers are introduced. • I can understand a cell phone number.		 X X X	 X X	
What can I understand or interpret in authentic fictional texts that I hear or view?				
I can identify memorized or familiar words when they are supported by gestures or visuals in fictional texts. **Examples** • I can_____ • I can recognize a few individual words of a read-aloud story. • I can recognize a few individual words in a read-aloud poem. • I can recognize a character's name in a folk tale. • I can recognize common opening and closing words in oral storytelling. • I can recognize a few familiar words from a music video.		 X X X X X		
What can I understand or interpret in conversations or discussions that I hear or view, in which I am not a participant?				
I can understand memorized or familiar words when they are supported by gestures or visuals in conversations. **Examples** • I can_____ • I can recognize when greetings and leave-taking are expressed. • I can recognize people's names and their titles when they are introduced. • I can recognize a few individual question words in a conversation among visitors in school. • I can recognize familiar names of places discussed on a tour. • I can understand simple words of praise by a teacher to a student.	 X	 X	 X 	 X X

NOVICE LOW

Novice Benchmark **Interpretive Reading** *I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases and simple sentences in texts that are spoken, written or signed.*	This is my goal.	I can do this with help.	I can do this consistently.	I have provided evidence to demonstrate this.
What can I understand or interpret in authentic informational texts that I read?				
I can identify memorized or familiar words when they are supported by visuals in informational texts. **Examples** • I can_____ • I can identify some locations or stores by their signs. • I can match a word or character in a headline to a related visual. • I can recognize some names of cities on a map. • I can identify labeled aisles in a store. • I can recognize the labels on a recycling bin.		x		
What can I understand or interpret in authentic fictional texts that I read?				
I can identify memorized or familiar words when they are supported by visuals in fictional texts. **Examples** • I can_____ • I can recognize a few individual words in the title of a story. • I can recognize a few individual words in a picture book. • I can recognize a few individual words in a poem. • I can recognize a characters' name in a folk tale. • I can recognize common opening and closing words of a fairy tale.		x		
What can I understand or interpret in conversations or discussions that I read, in which I am not a participant?				
I can identify memorized or familiar words when they are supported by visuals in conversations. **Examples** • I can_____ • I can recognize names and titles in an email introduction. • I can recognize familiar place names in a brochure. • I can recognize greetings and leave taking words in an email. • I can recognize salutation words in a business letter. • I can recognize question words in a text message.		x x x x		x

NOVICE LOW

Novice Benchmark **Interpersonal Listening/Speaking or Signing** *I can communicate in spontaneous spoken, written or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences and questions.*	This is my goal.	I can do this with help.	I can do this consistently.	I have provided evidence to demonstrate this.
How can I exchange information and ideas in conversations?				
I can provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals. **Examples** • I can_____ • I can introduce myself when I meet people. • I can answer questions about who is in my family. • I can answer questions about my favorite weekend activities. • I can respond to a basic math question using numbers. • I can respond when asked to name the style of music I am playing.	x			x x x x
How can I meet my needs in conversations?				
I can express some basic needs, using practiced or memorized words and phrases, with the help of gestures or visuals. **Examples** • I can_____ • I can tell someone my name. • I can greet and take leave in a polite way. • I can tell the customs official which countries I visited. • I can tell someone if I understand him/her. • I can say how much money I need to pay for my lunch.		x x	x x	
How can I express and react to preferences and opinions in conversations?				
I can express basic preferences or feelings, using practiced or memorized words and phrases, with the help of gestures or visuals. **Examples** • I can_____ • I can say if I feel well, so-so or sick. • I can identify my favorite people, places or things from a list. • I can say what sport I play. • I can say what food I like or dislike. • I can say if I agree with someone about basic preferences.	x	x x	x x	

NOVICE LOW

Novice Benchmark **Interpersonal Reading/Writing** *I can communicate in spontaneous spoken, written or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences and questions.*	This is my goal.	I can do this with help.	I can do this consistently.	I have provided evidence to demonstrate this.
How can I exchange information and ideas in conversations?				
I can provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals. **Examples** • I can_____ • I can respond to personal questions such as my name, age or family in an online forum. • I can fill out an online form to provide my class schedule. • I can fill in a chat box by answering who, what, where or when questions. • I can text a friend the time and day we plan to meet. • I can respond to a text message that asks where I am going.			x	
How can I meet my needs in conversations?				
I can express some basic needs, using practiced or memorized words and phrases, with the help of gestures or visuals. **Examples** • I can_____ • I can introduce myself on an online site. • I can enter a word in an online Scrabble game. • I can respond with the appropriate greeting to a text message. • I can add Happy Birthday to a social media post. • I can reply to a message asking the price for a service.		x		
How can I express and react to preferences and opinions in conversations?				
I can express basic preferences or feelings, using practiced or memorized words and phrases, with the help of gestures or visuals. **Examples** • I can_____ • I can respond to a social media post asking about best restaurants or best sports teams. indicating approval or disapproval • I can text my friend about where I prefer to meet and when. • I can text someone what I prefer for dinner tonight. • I can choose my preference for clothing brands in an online survey. • I can complete a simple survey about what I like and don't like about a store or service.		x		

NOVICE LOW

Novice Benchmark **Presentational Speaking or Signing** *I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases and simple sentences through spoken, written or signed language.*	This is my goal.	I can do this with help.	I can do this consistently.	I have provided evidence to demonstrate this.
How can I present information to narrate about my life, experiences and events?				
I can introduce myself using practiced or memorized words and phrases, with the help of gestures or visuals. **Examples** • I can_____ • I can say my name, age and where I live to introduce myself. • I can say my phone number, home address and email address. • I can say some activities I do every day. • I can tell the names of places I go on the weekend. • I can state my physical or personality traits.		X		
How can I present information to give a preference or opinion?				
I can express my likes and dislikes using practiced or memorized words and phrases, with the help of gestures or visuals. **Examples** • I can_____ • I can list places I like to go to see art or listen to music. • I can tell sports I like or don't like. • I can say names of my favorite animals based on pictures I see. • I can look at pictures on a menu and name foods based on my likes and dislikes. • I can state some activities that I enjoy.		X		
How can I present information to inform or describe?				
I can name very familiar people, places and objects, using practiced or memorized words and phrases, with the help of gestures or visuals. **Examples** • I can_____ • I can name items I see every day. • I can say numbers from 1 - 10. • I can say the date and the day of the week. • I can name some countries on a map when planning a trip. • I can name some famous landmarks and people.		X X X X		X

NOVICE LOW

Novice Benchmark **Presentational Writing** *I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases and simple sentences through spoken, written or signed language.*	This is my goal.	I can do this with help.	I can do this consistently.	I have provided evidence to demonstrate this.
How can I present information to narrate about my life, experiences and events?				
I can introduce myself using practiced or memorized words and phrases, with the help of gestures or visuals. **Examples** • I can_____ • I can write my name, age and where I live on a simple form. • I can write my phone number, home address and email address on a simple form. • I can write how I'm feeling in a short journal entry. • I can write a list of what I need to pack for an upcoming trip. • I can write a shopping list of what I need to buy.		X		
How can I present information to give a preference or opinion?				
I can express my likes and dislikes using practiced or memorized words and phrases, with the help of gestures or visuals. **Examples** • I can_____ • I can list places I like to go to see art or listen to music. • I can create a simple chart of a few things I like and dislike. • I can label the things I like and don't like in a picture. • I can write a list of desirable and undesirable characteristics of a friend. • I can list my favorite free-time activities to create a survey for my peers.		X		
How can I present information to inform or describe?				
I can name very familiar people, places and objects, using practiced or memorized words and phrases, with the help of gestures or visuals. **Examples** • I can_____ • I can list items I see every day. • I can fill out a simple form with my name, address, phone number, birth date and nationality. • I can label familiar people, places and objects in pictures and posters. • I can write the names of places on a map. • I can copy a simple phrase like "Happy Birthday," "Happy Holidays," etc.		X		