




NCSSFL-ACTFL CAN-DO STATEMENTS



PROFICIENCY BENCHMARKS

NOVICE PROFICIENCY BENCHMARK	INTERMEDIATE PROFICIENCY BENCHMARK
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COMMUNICATION

 INTERPRETIVE	<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>
 INTERPERSONAL	<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>
 PRESENTATIONAL	<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>

INTERCULTURAL COMMUNICATION

 INVESTIGATE	<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>
 INTERACT	<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>



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
I can identify memorized or familiar words when they are supported by gestures or visuals in informational texts.	I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in informational texts. ✓	I can identify the topic and some isolated facts from simple sentences in informational texts.

*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
I can identify memorized or familiar words when they are supported by gestures or visuals in fictional texts. ✓	I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in fictional texts.	I can identify the topic and some isolated elements from simple sentences in short fictional texts.

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

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

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


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.



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.

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.



PRESENTATIONAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

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 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. ✓

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

PERFORMANCE INDICATORS

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

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

PERFORMANCE INDICATORS

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

INTERCULTURAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS



NOVICE

INTERMEDIATE

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

	PERFORMANCE INDICATORS	PERFORMANCE INDICATORS
PRODUCTS	In my own and other cultures I can identify some typical products related to familiar everyday life.	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.



	PROFICIENCY BENCHMARK	PROFICIENCY BENCHMARK
INTERACT Interact With Others In And From Another Culture	I can interact at a survival level in some familiar everyday contexts.	I can interact at a functional level in some familiar contexts.

	PERFORMANCE INDICATORS	PERFORMANCE INDICATORS
LANGUAGE	I can communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness.	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.