




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

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.

*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.

*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.

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

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.



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

NOVICE MID

NOVICE HIGH

<p>I can identify memorized or familiar words when they are supported by gestures or visuals in informational texts.</p>	<p>I can 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 can identify the topic and some isolated facts from simple sentences in informational texts.</p>
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EXAMPLES: Written

NOVICE LOW

NOVICE MID

NOVICE HIGH

<p>I can... (customize with specific content). I can identify some locations or stores by their signs. I can match a word or character in a headline to a supporting 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.</p>	<p>I can... (customize with specific content). I can identify nutritional categories on food labels. I can identify names of classes and their locations on a class schedule. I can identify my departure and arrival times from a transportation schedule. I can understand what information is provided on a student ID card. I can understand subject-specific terms on a word wall.</p>	<p>I can... (customize with specific content). I can follow directions in a Scavenger Hunt game 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 some facts about the weather especially when weather symbols are used.</p>
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EXAMPLES: Spoken, Viewed or Signed

NOVICE LOW

NOVICE MID

NOVICE HIGH

<p>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. I can understand a cell phone number.</p>	<p>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. I can understand the names of the planets in a science class. I can recognize some weather expressions in a forecast.</p>	<p>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. 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.</p>
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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

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 recognize a few individual written words in the title of a story.
I can recognize a few individual written words in a picture book.
I can recognize a few individual words in a poem.
I can recognize a character's name in a folk tale.
I can recognize common opening and closing words of a fairy tale.

NOVICE MID

I can... *(customize with specific content).*
I can identify some phrases describing a character in a story.
I can identify some phrases in captions from pictures in a book.
I can recognize a familiar memorized line from a poem.
I can recognize some events from a story timeline.
I can recognize a song's common one-line refrain.

NOVICE HIGH

I can... *(customize with specific content).*
I can identify the topic of a short story.
I can identify the topic of a poem.
I can identify some of the events in a fairy tale.
I can identify some of the traits of a superhero as described in a comic book.
I can identify some actions described in a scene from a play.

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.
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.

NOVICE MID

I can... *(customize with specific content).*
I can identify some phrases describing a character in a story.
I can identify some phrases from a read aloud story.
I can recognize a familiar memorized line from a poem.
I can recognize some events from a cartoon.
I can recognize a song's common one-line refrain.

NOVICE HIGH

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 video-streamed 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.

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

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 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.

NOVICE MID

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

- I can** recognize dates in an email message.
- I can** recognize very 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 familiar directions on a mobile app.

NOVICE HIGH

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

- I can** understand someone's simple descriptions of 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** understand simple questions about family in correspondence among an e-pals.
- 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.
- I can** recognize peoples' 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.

NOVICE MID

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.

NOVICE HIGH

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 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 simple 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 community event.
 - 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 classes are 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.
 - I can** fill in a chat box by answering who, what, where and 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.

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 restaurant we plan to go to tonight.
 - I can** respond to an e-invitation and ask questions about the event.
 - I can** write a post-it note in response to a discussion question.
 - I can** text a backroom chat response.

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 music venues.
 - I can** respond to an email about a sporting event I attended.
 - I can** write a response to an e-card greeting.
 - 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** greet and take leave 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** say how much money I need to pay for my lunch.

NOVICE MID

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

- I can** introduce someone else and ask related questions.
- I can** say that I am hungry, cold, or tired and ask others.
- I can** ask and answer questions about homework.
- I can** politely ask someone to repeat something I did not understand.
- I can** ask and understand how much something costs.

NOVICE HIGH

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

- I can** ask for directions when I'm lost.
- I can** interact with a partner to plan who will do what for an upcoming project, and when.
- I can** exchange advice to choose an outfit for an event.
- I can** confirm with my partner the time, place and reason for a meeting.
- I can** interact with a partner to decide whether to cancel an event given the weather forecast.

EXAMPLES: Writing/Reading

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.
- 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.

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.
- I can** add personalized birthday wishes to a friend on a social media site.
- I can** respond to a text message asking for an alternative day/time for an appointment.
- I can** ask questions to the online sales rep about an item.
- I can** participate in an online exchange to get ready for an upcoming trip.

NOVICE HIGH

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

- I can** interact online to ask and answer questions about a homework assignment.
- I can** make plans for a picnic with others via text messages.
- I can** text my friend to bring me something from a restaurant and answer my friend's questions.
- I can** exchange messages to set up the steps for an experiment.
- I can** exchange information with a doctor's office to prepare for an upcoming appointment.



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 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.

NOVICE MID

I can... *(customize with specific content).*
I can exchange preferences with my friends about our likes and dislikes.
I can ask and answer questions about what kinds of chores are easier or more enjoyable.
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 to stay healthy.
I can exchange recommendations about the best apps for different purposes.
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 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 on 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.
I can post clothing photos on a social media site and ask advice about which to buy.
I can read a note from my roommate about evening plans and write a short response.
I can tweet my opinion about a new movie in response to other tweets.
I can react to my classmates' posts on an online learning tool.

NOVICE HIGH

I can... *(customize with specific content).*
I can craft a response to a blog post about movie 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 add my comments to those of others about something I read on a forum about sports.
I can exchange preferences in video games on a gaming site.



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

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

NOVICE MID

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

NOVICE HIGH

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

EXAMPLES: Speaking or Signing

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 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.

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.

EXAMPLES: Writing

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



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

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

NOVICE MID

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

NOVICE HIGH

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

EXAMPLES: Speaking or Signing

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** 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 which I enjoy.

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.

NOVICE HIGH

- I can...** *(customize with specific content).*
- I can** recommend places to experience a variety of art and music styles.
- I can** tell about 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.

EXAMPLES: Writing

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** 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** 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** 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.



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

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

NOVICE MID

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

NOVICE HIGH

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

EXAMPLES: Speaking or Signing

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 MID

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

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

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.

NOVICE HIGH

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

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

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.

EXAMPLES: Writing

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 write the names of places on a map.

I can list items I see every day.

NOVICE MID

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

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

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 in writing some elements of 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.



INTERCULTURAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

NOVICE

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.	
	PERFORMANCE INDICATORS	
	PRODUCTS	In my own and other cultures I can identify some typical products related to familiar everyday life.
	PRACTICES	In my own and other cultures I can identify some typical practices related to familiar everyday life.
INTERACT Interact With Others In And From Another Culture	PROFICIENCY BENCHMARK I can interact at a survival level in some familiar everyday 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.
	BEHAVIOR	I can 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).

INVESTIGATE	In my own and other cultures I can identify locations to buy something and how culture affects where people shop.
INTERACT	I can use rehearsed behaviors when shopping in a familiar type of store.
INVESTIGATE	In my own and other cultures I can identify familiar landmarks and monuments and what they represent to people.
INTERACT	I can act appropriately when purchasing an entrance ticket to a landmark or historical site.
INVESTIGATE	In my own and other cultures I can identify some elements of a classroom, a school schedule, or levels of schooling and how they reflect the culture.
INTERACT	I can answer simple questions about my study abroad plans.
INVESTIGATE	In my own and other cultures I can interpret simple schedules and consider how people think about time.
INTERACT	I can 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 I can identify some artists and musicians, their styles and contributions.
INTERACT	I can recommend sites to experience a variety of local art and music styles.
INVESTIGATE	In my own and other cultures I can identify geographical forms and how they affect a country's natural resources.
INTERACT	I can 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 I can identify examples of entertainment, social media and literature and peoples' attitudes toward them.
INTERACT	I can use some Internet slang abbreviations to communicate a short message through social media.
INVESTIGATE	In my own and other cultures I can identify some products that reveal a stereotype or exaggerated view of a culture.
INTERACT	I can 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 can identify some traditional products and show how and why they are globalized such as fast food, jeans, or social media.
INTERACT	I can share with peers in another culture restaurants and foods that might be familiar to them.



INTERCULTURAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

NOVICE

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.	
	PERFORMANCE INDICATORS	
	PRODUCTS	In my own and other cultures I can identify some typical products related to familiar everyday life.
	PRACTICES	In my own and other cultures I can identify some typical practices related to familiar everyday life.
INTERACT Interact With Others In And From Another Culture	PROFICIENCY BENCHMARK I can interact at a survival level in some familiar everyday 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.
	BEHAVIOR	I can 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).

INVESTIGATE	In my own and other cultures I can identify social practices such as greetings, introductions, leave-taking and thanking people.
INTERACT	I can greet and take leave from someone using polite rehearsed behaviors.
INVESTIGATE	In my own and other cultures I can identify whom people consider to be part of their family.
INTERACT	I can appropriately address members of a family who represent different generations and genders.
INVESTIGATE	In my own and other cultures I can identify how people count and measure.
INTERACT	I can 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 can identify how, what and why people eat what they do.
INTERACT	I can 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 can identify how people use their free time and why.
INTERACT	I can participate in a sport with peers of the target culture by observing and imitating them.
INVESTIGATE	In my own and other cultures I can identify how people celebrate local and national holidays or festivals.
INTERACT	I can observe and imitate appropriate behaviors at a holiday or festival celebration.
INVESTIGATE	In my own and other cultures I can 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 access simple information about transportation options based on my location.
INVESTIGATE	In my own and other cultures I can identify how culture is reflected in currencies.
INTERACT	I can use rehearsed behaviors when purchasing items in a familiar setting.
INVESTIGATE	In my own and other cultures I can 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	I can select clothing that fits in with what others are wearing.