

NCSSFL-ACTFL CAN-DO STATEMENTS PROFICIENCY BENCHMARKS

ADVANCED PROFICIENCY BENCHMARK	SUPERIOR PROFICIENCY BENCHMARK	DISTINGUISHED PROFICIENCY BENCHMARK
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COMMUNICATION

<p>I can understand the main message and supporting details on a wide variety of familiar and general interest topics across various time frames from complex, organized texts that are spoken, written, or signed.</p>	<p>I can interpret and infer meaning from complex, academic and professional texts on a range of unfamiliar, abstract, and specialized issues that are spoken, written, or signed.</p>	<p>I can interpret and infer meaning from dense, structurally sophisticated texts on a wide range of global issues and highly abstract concepts, with deeply embedded cultural references and colloquialisms and dialects that are spoken, written, or signed.</p>	INTERPRETIVE
<p>I can maintain spontaneous spoken, written, or signed conversations and discussions across various time frames on familiar, as well as unfamiliar, concrete topics, using series of connected sentences and probing questions.</p>	<p>I can participate fully and effectively in spontaneous spoken, written, or signed discussions and debates on issues and ideas ranging from broad general interests to my areas of specialized expertise, including supporting arguments and exploring hypotheses.</p>	<p>I can interact, negotiate, and debate on a wide range of global issues and highly abstract concepts, fully adapting to the cultural context of the conversation, using spoken, written, or signed language.</p>	INTERPERSONAL
<p>I can deliver detailed and organized presentations on familiar as well as unfamiliar concrete topics, in paragraphs and using various time frames through spoken, written, or signed language.</p>	<p>I can deliver extended presentations on abstract or hypothetical issues and ideas ranging from broad general interests to my areas of specialized expertise, with precision of expression and to a wide variety of audiences, using spoken, written, or signed language.</p>	<p>I can deliver sophisticated and articulate presentations on a wide range of global issues and highly abstract concepts, fully adapting to the cultural context of the audience, using spoken, written, or signed language.</p>	PRESENTATIONAL

INTERCULTURAL COMMUNICATION

<p>In my own and other cultures I can explain some diversity among products and practices and how it relates to perspectives.</p>	<p>In my own and other cultures I can suspend judgment while critically examining products, practices, and perspectives.</p>	<p>In my own and other cultures I can objectively evaluate products and practices and mediate perspectives.</p>	INVESTIGATE
<p>I can interact at a competent level in familiar and some unfamiliar contexts.</p>	<p>I can interact in complex situations to ensure a shared understanding of culture.</p>	<p>I can engage with complexity and pluricultural identities and serve as a mediator between and among cultures.</p>	INTERACT



INTERPRETIVE COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

ADVANCED

PROFICIENCY BENCHMARK

I can understand the main message and supporting details on a wide variety of familiar and general interest topics across various time frames from complex, organized 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

ADVANCED LOW

I can identify the underlying message and some supporting details across major time frames in descriptive informational texts.

ADVANCED MID

I can understand the underlying message and most supporting details across major time frames in descriptive informational texts.

ADVANCED HIGH

I can follow the flow of ideas and infer meaning from complex language on unfamiliar, abstract topics within informational texts.

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

PERFORMANCE INDICATORS

ADVANCED LOW

I can follow the main story and some supporting detail across major time frames in fictional texts.

ADVANCED MID

I can follow the main story and most supporting details across major time frames in fictional texts.

ADVANCED HIGH

I can follow the flow of ideas and some nuances from different viewpoints in most 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

ADVANCED LOW

I can understand the main message and some supporting details across major time frames in conversations and discussions.

ADVANCED MID

I can understand the main message and most supporting details across major time frames in conversations and discussions.

ADVANCED HIGH

I can follow the flow of ideas and some nuances from different viewpoints in conversations and discussions.

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

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

- text complexity or length
- 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

ADVANCED

PROFICIENCY BENCHMARK

I can maintain spontaneous spoken, written, or signed conversations and discussions across various time frames on familiar, as well as unfamiliar, concrete topics, using series of connected sentences and probing questions.

How can I exchange information and ideas in conversations?

PERFORMANCE INDICATORS

ADVANCED LOW

I can exchange information and ideas in discussions on a variety of familiar and concrete academic and social topics, using a few simple paragraphs across major time frames.

ADVANCED MID

I can maintain discussions on a wide variety of familiar and unfamiliar concrete topics of personal and general interest, and sometimes academic, social or professional topics, by using probing questions and providing detailed responses across major time frames.

ADVANCED HIGH

I can discuss and sometimes debate a variety of complex concrete and some abstract academic, social and professional topics and often deal with related issues hypothetically, using precise questions and explanations.

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

PERFORMANCE INDICATORS

ADVANCED LOW

I can interact and negotiate to resolve an unexpected complication that arises in a familiar situation, using a few simple paragraphs across major time frames.

ADVANCED MID

I can interact and negotiate to resolve an unexpected complication that arises in a familiar situation, providing detailed explanations and offering a variety of resolutions across major time frames.

ADVANCED HIGH

I can interact and negotiate to resolve an unexpected complication in a situation that is generally unfamiliar.

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

PERFORMANCE INDICATORS

ADVANCED LOW

I can maintain conversations by providing explanations and comparisons of preferences, opinions, and advice on familiar and concrete academic and social topics using a few simple paragraphs across major time frames.

ADVANCED MID

I can maintain extended conversations by supporting, reacting to, and comparing preferences and opinions and expressing advice and emotions in detail across major time frames, and by asking probing questions.

ADVANCED HIGH

I can discuss, support, and sometimes debate opinions and advice on a variety of complex concrete topics, often addressing hypothetical or abstract issues, and asking precise questions.



PRESENTATIONAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

ADVANCED

PROFICIENCY BENCHMARK

I can deliver detailed and organized presentations on familiar as well as unfamiliar concrete topics, in paragraphs and using various time frames through spoken, written, or signed language.

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

PERFORMANCE INDICATORS

ADVANCED LOW

I can tell stories about school and community events and personal experiences, using paragraphs across major time frames.

ADVANCED MID

I can tell stories based on concrete experiences in academic, social, and professional topics of interest, using organized paragraphs across major time frames.

ADVANCED HIGH

I can give complex detailed narrations beyond the concrete, often addressing abstract experiences or hypothetical issues.

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

PERFORMANCE INDICATORS

ADVANCED LOW

I can state a viewpoint with supporting evidence on some concrete academic, social and professional topics of interest using paragraphs across major time frames.

ADVANCED MID

I can present an argument with supporting evidence, based on a variety of concrete academic, social and professional topics of interest, using organized paragraphs across major time frames.

ADVANCED HIGH

I can clearly and accurately present an argument with supporting evidence on complex concrete issues, and often deal with related issues hypothetically.

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

PERFORMANCE INDICATORS

ADVANCED LOW

I can deliver presentations on some concrete academic, social and professional topics of interest, using paragraphs across major time frames.

ADVANCED MID

I can deliver detailed presentations and elaborate on a variety of concrete academic, social and professional topics of interest, using organized paragraphs across major time frames.

ADVANCED HIGH

I can deliver cohesive presentations on a variety of complex concrete topics related to community interests and some specialized fields, and often deal with related issues hypothetically.

INTERCULTURAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

ADVANCED

SUPERIOR

DISTINGUISHED



INVESTIGATE

PROFICIENCY BENCHMARK	PROFICIENCY BENCHMARK	PROFICIENCY BENCHMARK
In my own and other cultures I can explain some diversity among products and practices and how it relates to perspectives.	In my own and other cultures I can suspend judgment while critically examining products, practices, and perspectives.	In my own and other cultures I can objectively evaluate products and practices and mediate perspectives.

PERFORMANCE INDICATORS	PERFORMANCE INDICATORS	PERFORMANCE INDICATORS
In my own and other cultures I can explain how a variety of products of public and personal interest are related to perspectives.	In my own and other cultures I can analyze how products of personal and public interest are related to perspectives.	In my own and other cultures I can evaluate a wide range of concrete and abstract products from different viewpoints.
In my own and other cultures I can explain how a variety of practices within familiar and social situations are related to perspectives.	In my own and other cultures I can analyze how practices within informal and formal situations are related to perspectives.	In my own and other cultures I can evaluate a wide range of concrete and abstract practices from different viewpoints.

PRODUCTS

PRACTICES



INTERACT

PROFICIENCY BENCHMARK	PROFICIENCY BENCHMARK	PROFICIENCY BENCHMARK
I can interact at a competent level in familiar and some unfamiliar contexts.	I can interact in complex situations to ensure a shared understanding of culture.	I can engage with complexity and pluricultural identities and serve as a mediator between and among cultures.

PERFORMANCE INDICATORS	PERFORMANCE INDICATORS	PERFORMANCE INDICATORS
I can converse comfortably with others from the target culture in familiar and some unfamiliar situations and show some understanding of cultural differences.	I can suspend judgement, adapt my language, and make appropriate cultural references when interacting with others from the target culture in social and professional situations.	I can show empathy and cultural sophistication in my language when interacting in social, academic or professional situations with others from the target culture.
I can demonstrate awareness of subtle differences among cultural behaviors and adjust my behavior accordingly in familiar and some unfamiliar situations.	I can adhere to basic social and professional norms and etiquette, read nonverbal cues and adjust my behavior in complicated situations.	I can transition smoothly from formal to informal styles of behavior, respond effectively to nonverbal cues and mediate situations of cultural misunderstanding with empathy.

LANGUAGE

BEHAVIOR



INTERPRETIVE COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

ADVANCED

PROFICIENCY BENCHMARK

I can understand the main message and supporting details on a wide variety of familiar and general interest topics across various time frames from complex, organized 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

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I can identify the underlying message and some supporting details across major time frames in descriptive informational texts.

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ADVANCED HIGH

I can follow the flow of ideas and infer meaning from complex language on unfamiliar, abstract topics within informational texts.

EXAMPLES: Written

ADVANCED LOW

I can... (customize with specific content).
I can understand written summaries of candidates' platforms to make a voting decision.
I can understand some events described in an excerpt from an historical journal.
I can understand absentee and sick leave policies in an employee handbook.
I can read movie reviews to choose what to watch.
I can read a catalogue of course descriptions to choose my classes.

ADVANCED MID

I can... (customize with specific content).
I can follow a cover letter and résumé for a professional position.
I can understand a detailed account about a service learning opportunity.
I can understand the instructions for using a computer program to create a web site.
I can understand a critical review about a musical group's upcoming album.
I can understand a message explaining details about the rescheduling of an event.

ADVANCED HIGH

I can... (customize with specific content).
I can follow an author's analysis of a personal reflection on a cultural experience.
I can understand an apartment rental contract with its rules and regulations.
I can understand a report that describes policy changes for admission into a student exchange program.
I can follow a political article, including some satirical references contained in it.
I can understand proposed immigration legislation and its future impact on a country.

EXAMPLES: Spoken, Viewed or Signed

ADVANCED LOW

I can... (customize with specific content).
I can understand short presentations about famous people in history.
I can follow the details of televised promotions for upcoming programs.
I can identify the events of a travel writer's most recent trip as recounted in a podcast.
I can understand the main points of recorded short story.
I can understand a talk about a student's study abroad experience.

ADVANCED MID

I can... (customize with specific content).
I can follow a virtual city tour.
I can understand a running commentary of a sporting event.
I can understand details of a speaker's life and achievements when he/she is introduced.
I can follow a TV sitcom.
I can identify protagonists' growing points of conflict of in a play.

ADVANCED HIGH

I can... (customize with specific content).
I can follow an interview where an author elaborates on the creation of characters in a novel I've read.
I can understand a talk show host's tongue-in-cheek remarks.
I can usually understand a speaker's exaggerated satirical remarks.
I can generally understand diverse perspectives of panelists discussing animal rights.
I can understand most of a televised expose on the dangers of water contamination.

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

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INTERPRETIVE COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

ADVANCED

PROFICIENCY BENCHMARK

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

PERFORMANCE INDICATORS

ADVANCED LOW

I can follow the main story and some supporting detail across major time frames in fictional texts.

ADVANCED MID

I can follow the main story and most supporting details across major time frames in fictional texts.

ADVANCED HIGH

I can follow the flow of ideas and some nuances from different viewpoints in most fictional texts.

EXAMPLES: Written

ADVANCED LOW

I can... (customize with specific content).
I can understand the moral lesson expressed in a fable.
I can understand the details that motivated the main character to commit a crime in a mystery.
I can identify the historical values expressed in an epic poem.
I can understand the main points of a science fiction short story.
I can understand the reasons for a character's transformation in a chapter of a graphic novel.

ADVANCED MID

I can... (customize with specific content).
I can follow the chronology of a novel's plot.
I can understand events that influenced a character's decisions in a novel.
I can understand anecdotes recounted in a fictional character's memoir.
I can follow the line of argument in a character's monologue.
I can identify evidence that supports the message of a poem.

ADVANCED HIGH

I can... (customize with specific content).
I can follow the development of a character.
I can follow an argument between two characters in a play.
I can generally understand an illusion in a poem.
I can understand a point of humor in a graphic novel.
I can infer the relationships among characters in a novel based on their actions.

EXAMPLES: Spoken, Viewed or Signed

ADVANCED LOW

I can... (customize with specific content).
I can understand the moral lesson expressed in an oral fable.
I can identify events that influenced a character's decisions in an opera.
I can identify the historical values expressed in an epic poem.
I can identify the political beliefs of characters in an historical re-enactment.
I can understand the reasons for a character's transformation in a play.

ADVANCED MID

I can... (customize with specific content).
I can follow the complex chronology of a play's plot.
I can identify what motivated the main character to commit a crime in a detective show.
I can understand anecdotes recounted in a fictional character's recorded memoir.
I can follow the line of argument in a character's monologue.
I can identify evidence that supports the message in a ballad.

ADVANCED HIGH

I can... (customize with specific content).
I can follow the development of a character in an audio book.
I can follow an argument between two characters in a play.
I can generally understand an allusion in native chants.
I can understand a point of humor in a stand-up comedy.
I can infer the relationships among characters in a drama based on their actions.

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

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INTERPRETIVE COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

ADVANCED

PROFICIENCY BENCHMARK

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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

ADVANCED LOW

I can understand the main message and some supporting details across major time frames in conversations and discussions.

ADVANCED MID

I can understand the main message and most supporting details across major time frames in conversations and discussions.

ADVANCED HIGH

I can follow the flow of ideas and some nuances from different viewpoints in conversations and discussions.

EXAMPLES: Written

ADVANCED LOW

- I can...** (customize with specific content).
- I can** understand a discussion about a home remodeling on a designer's blog.
 - I can** understand an email thread about someone's wedding plans.
 - I can** understand a chat room conversation where people express concerns about an upcoming election.
 - I can** understand an exchange of letters relating to a product malfunction.
 - I can** understand reactions and responses in an electronic discussion about a new law.

ADVANCED MID

- I can...** (customize with specific content).
- I can** understand a sports magazine interview with an Olympic athlete about obstacles they overcame.
 - I can** understand family members' reactions to important life experiences on a photo sharing site.
 - I can** understand the detailed comments about someone's posted book review.
 - I can** understand people's questions and responses on a medical web site.
 - I can** understand people's interactions about their vacation experiences on a travel web site.

ADVANCED HIGH

- I can...** (customize with specific content).
- I can** understand the details in a transcript of an interview between the police and a burglary victim.
 - I can** follow students discussing the pros and cons of various career paths in an online chat.
 - I can** understand a blog conversation about how to avoid the pitfalls of online dating.
 - I can** understand an online conversation about the logistics of renting a place through a home-sharing web site.
 - I can** follow a conversation on a consumer advocacy site about the latest trends in cell phones security.

EXAMPLES: Spoken, Viewed or Signed

ADVANCED LOW

- I can...** (customize with specific content).
- I can** understand the discussion about the remodeling of a room between an interior designer and a customer.
 - I can** understand the feelings expressed by friends about their parents or relatives.
 - I can** understand a couple's plans for their wedding and honeymoon.
 - I can** follow a video conferencing session where participants are talking about a planned environmental project.
 - I can** understand a conversation where friends express their concerns about an upcoming election.

ADVANCED MID

- I can...** (customize with specific content).
- I can** understand an interview with a famous person about their rise to fame.
 - I can** understand a family members sharing life experiences.
 - I can** understand the detailed description of a recent trip discussed among tour participants.
 - I can** understand a conversation among employees going on strike.
 - I can** understand a conversation among children about what they would like to be and why when they grow up.

ADVANCED HIGH

- I can...** (customize with specific content).
- I can** understand details discussed in an investigation between the police and an accident victim.
 - I can** follow students discussing benefits of study abroad.
 - I can** understand a conversation among citizen activists about the pros and cons of social networking.
 - I can** understand a conversation about the advantages of holistic remedies for common ailments.
 - I can** follow a discussion about the latest trends in car designs.



INTERPERSONAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

ADVANCED

PROFICIENCY BENCHMARK

I can maintain spontaneous spoken, written, or signed conversations and discussions across various time frames on familiar, as well as unfamiliar, concrete topics, using series of connected sentences and probing questions.

How can I exchange information and ideas in conversations?

PERFORMANCE INDICATORS

ADVANCED LOW

I can exchange information and ideas in discussions on a variety of familiar and concrete academic and social topics, using a few simple paragraphs across major time frames.

ADVANCED MID

I can maintain discussions on a wide variety of familiar and unfamiliar concrete topics of personal and general interest, and sometimes academic, social or professional topics, by using probing questions and providing detailed responses across major time frames.

ADVANCED HIGH

I can discuss and sometimes debate a variety of complex concrete and some abstract academic, social and professional topics and often deal with related issues hypothetically, using precise questions and explanations.

EXAMPLES: Speaking/Listening or Signing

ADVANCED LOW

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

- I can** exchange information about changes teenagers experience going from middle to high school.
- I can** participate in a conversation to identify current and past examples of challenges immigrants faced.
- I can** discuss with others the preparations that have been done and need to be done for an upcoming play or presentation.
- I can** discuss with a friend on the phone a problem I am having and come up with solutions.
- I can** discuss important historical events and their connection to the present.

ADVANCED MID

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

- I can** maintain discussion about environmental issues by providing solutions to challenges.
- I can** maintain discussion about social issues by sharing concrete examples.
- I can** have a conversation comparing and contrasting educational experiences with a peer in another country.
- I can** discuss with peers about how one's experience abroad changed stereotypes about a culture.
- I can** discuss the advisability of requiring all incoming students to be vaccinated.

ADVANCED HIGH

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

- I can** actively participate in a town-hall-style meeting.
- I can** debate academic issues affecting my peers.
- I can** discuss the benefits and the negative impact of technological advances.
- I can** participate in a discussion about the social reform issue of elder care.
- I can** discuss ideas about the influence of historical events on current political situations.

EXAMPLES: Writing/Reading

ADVANCED LOW

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

- I can** discuss online how musical preferences of young people have changed from generation to generation.
- I can** have a virtual written exchange with an international group, sharing information about an important current event.
- I can** provide feedback through online collaborative peer editing on a classmate's research paper.
- I can** contribute to an online discussion about a current social issue.
- I can** create with a partner via an online webspace the summary of an article or story that we read and our reflection.

ADVANCED MID

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

- I can** participate in a discussion about a proposed change in legislation via an online forum.
- I can** engage in an online written discussion about a social issue facing my age group.
- I can** carry on an email discussion of a critical review of a theatre production and take issue with the reviewer's point of view.
- I can** exchange messages to craft an effective presentation for a community organization.
- I can** discuss interpretations of a musical work on social media.

ADVANCED HIGH

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

- I can** exchange posts to support or challenge an editorial about a politician's voting record.
- I can** fully participate in the online discussions required for an undergraduate college course.
- I can** work with peers on a professional article using a collaborative editing site.
- I can** moderate an online discussion about what effects switching to holistic medicine would have on the medical industry.
- I can** guide an online debate about the impact of new immigration laws.



INTERPERSONAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

ADVANCED

PROFICIENCY BENCHMARK

I can maintain spontaneous spoken, written, or signed conversations and discussions across various time frames on familiar, as well as unfamiliar, concrete topics, using series of connected sentences and probing questions.

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

PERFORMANCE INDICATORS

ADVANCED LOW

I can interact and negotiate to resolve an unexpected complication that arises in a familiar situation, using a few simple paragraphs across major time frames.

ADVANCED MID

I can interact and negotiate to resolve an unexpected complication that arises in a familiar situation, providing detailed explanations and offering a variety of resolutions across major time frames.

ADVANCED HIGH

I can interact and negotiate to resolve an unexpected complication in a situation that is generally unfamiliar.

EXAMPLES: Speaking/Listening or Signing

ADVANCED LOW

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

- I can** negotiate with a customer service representative the return of an item I purchased in order to receive a refund.
- I can** interact with my supervisor to request time off from work and explain why I need the time.
- I can** discuss with a friend how and when I am going to replace an item that I borrowed and then lost.
- I can** interact with the hotel staff to request a room switch.
- I can** discuss with the rental agent what happened to a rental car.

ADVANCED MID

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

- I can** clear up a major personal misunderstanding at work.
- I can** convince my professor to raise my grade by providing a detailed explanation.
- I can** provide detailed information to and negotiate with an airline employee to help with locating my lost luggage.
- I can** respond to the questions of the police to provide the details of a car accident I had or witnessed.
- I can** interact with the school office to replace a lost school ID.

ADVANCED HIGH

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

- I can** exchange complex professional information to complete a collaborative community project.
- I can** interact with the policeman to get out of a speeding ticket.
- I can** make a case to my employer in a discussion advocating changes to work-related policies.
- I can** debate with colleagues various options to suggest for improving employee morale in a hostile work environment.
- I can** interact to identify with a partner the causes of the disappointing results of a science project.

EXAMPLES: Writing/Reading

ADVANCED LOW

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

- I can** exchange messages with a friend to explain why I had to cancel a planned activity.
- I can** negotiate with an online agent the release of information needed for a college application.
- I can** exchange messages with a colleague or friend to discuss a difficult situation of a mutual friend.
- I can** exchange posts in response to an article about a political issue.
- I can** exchange online messages to correct a mistake made on my job application and provide the corrected information.

ADVANCED MID

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

- I can** arrange with my professor via online exchanges alternative assignments due to an unexpected life event.
- I can** interact with an advisor online in the target culture to figure out a necessary change in schedule due to unforeseen circumstances.
- I can** exchange messages with my doctor to describe an injury or illness and clarify the advice given by my doctor.
- I can** negotiate online with a customer service representative to explain my dissatisfaction for a service provided and receive some form of compensation.
- I can** exchange online messages with my teacher/professor to provide information needed to argue for a better grade on an assignment.

ADVANCED HIGH

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

- I can** negotiate via online exchanges with a college registrar to receive credit for the alternative methods I used to complete some course requirements.
- I can** intervene in an online discussion thread to redirect an argument.
- I can** explain a complex situation and moderate the online discussion of how to resolve it.
- I can** interact with my colleagues in a different country to craft arguments to prepare for a debate.
- I can** discuss online with my doctor the advantages and disadvantages of different approaches to a medical issue.



INTERPERSONAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

ADVANCED

PROFICIENCY BENCHMARK

I can maintain spontaneous spoken, written, or signed conversations and discussions across various time frames on familiar, as well as unfamiliar, concrete topics, using series of connected sentences and probing questions.

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

PERFORMANCE INDICATORS

ADVANCED LOW

I can maintain conversations by providing explanations and comparisons of preferences, opinions, and advice on familiar and concrete academic and social topics using a few simple paragraphs across major time frames.

ADVANCED MID

I can maintain extended conversations by supporting, reacting to, and comparing preferences and opinions and expressing advice and emotions in detail across major time frames, and by asking probing questions.

ADVANCED HIGH

I can discuss, support, and sometimes debate opinions and advice on a variety of complex concrete topics, often addressing hypothetical or abstract issues, and asking precise questions.

EXAMPLES: Speaking/Listening or Signing

ADVANCED LOW

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

- I can** discuss preferences for candidates in a local election based on their positions on various community issues.
- I can** exchange opinions on the pros and cons of different study abroad programs to enhance a future career.
- I can** discuss the effects of lowering the drinking age on binge drinking.
- I can** have a conversation with my peers about performance-based grading vs. seat time.
- I can** discuss laws related to texting while driving.

ADVANCED MID

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

- I can** come to consensus with my debate team on the best ways to argue our position on a social issue.
- I can** discuss the basic facts related to state-funded charter schools.
- I can** interact in a video chat with peers in another country to compare how our communities are feeling the effects of climate change.
- I can** discuss current issues related to immigration policy and outline the current rules for getting citizenship.
- I can** discuss with visitors from other countries state-funded benefits for education such as meals and after-school programs.

ADVANCED HIGH

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

- I can** discuss my opinion supported by research about how technology has positively changed communication.
- I can** interact to suggest how to get legal advice on how to handle a complicated situation.
- I can** discuss the fiscal impact of a tuition-free college education.
- I can** exchange opinions on the pros and cons of universal healthcare.
- I can** discuss the basis of our jury system and exchange opinions about it.

EXAMPLES: Writing/Reading

ADVANCED LOW

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

- I can** exchange advice online about how to behave when visiting a family for dinner in a different culture.
- I can** collaborate online with fellow classmates to provide advice for next year's students on how to be successful in my language class.
- I can** add my opinion about a social issue onto an online blog.
- I can** continue an email exchange until I have convinced a colleague to take my side in an argument.
- I can** create multiple blog entries offering my advice on how to make the most of time in the target country responding to several rounds of responses.

ADVANCED MID

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

- I can** participate in an online discussion on my preference for the architectural design of future museums.
- I can** engage in an online discussion about preferences and styles of learning.
- I can** engage in an online discussion about homeopathic medicine based on past research in an online scientific forum.
- I can** advocate for supporting veterans by citing examples from other countries by posting and responding in an online forum.
- I can** post additional suggestions in response to a variety of posts giving time-management strategies on a business forum.

ADVANCED HIGH

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

- I can** discuss online preferences about which candidate to hire for a job and come to consensus on how the selected candidate will benefit the company.
- I can** discuss online how various candidates for president might benefit an organization based on past experience.
- I can** contribute to a collaborative political position paper on a Wiki.
- I can** participate in an online discussion to select the appropriate works of an artist for a themed retrospective exhibit.
- I can** post my views on past performance and future projections in response to a potential employer's request and respond to the hypothetical follow-up questions.



PRESENTATIONAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

ADVANCED

PROFICIENCY BENCHMARK

I can deliver detailed and organized presentations on familiar as well as unfamiliar concrete topics, in paragraphs and using various time frames through spoken, written, or signed language.

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

PERFORMANCE INDICATORS

ADVANCED LOW

I can tell stories about school and community events and personal experiences, using paragraphs across major time frames.

ADVANCED MID

I can tell stories based on concrete experiences in academic, social, and professional topics of interest, using organized paragraphs across major time frames.

ADVANCED HIGH

I can give complex detailed narrations beyond the concrete, often addressing abstract experiences or hypothetical issues.

EXAMPLES: Speaking or Signing

ADVANCED LOW

- I can...** (customize with specific content).
- I can** make a presentation describing the highlights of a recent or upcoming family event.
 - I can** describe a social, cultural or political event that occurred or will occur in my community.
 - I can** talk about an unexpected complication during a recent trip or excursion and present advice on how to resolve such a situation.
 - I can** make a presentation describing certain health and fitness trends and the results of those trends.
 - I can** give a short presentation describing the rise and fall of certain popular or historical trends over time.

ADVANCED MID

- I can...** (customize with specific content).
- I can** chronicle a series of related events in the history of my family.
 - I can** recount in detail a social event or local celebration that I attended and my reactions to it.
 - I can** present a detailed itinerary of the social and cultural activities I have planned for a future trip or excursion.
 - I can** narrate a story to an audience for dramatic effect.
 - I can** give an accurate, detailed presentation of something I participated in or witnessed.

ADVANCED HIGH

- I can...** (customize with specific content).
- I can** present an explanation as to the degree to which society supports the family and family values, in my own and other cultures.
 - I can** present a reflection on how a novel influenced my life.
 - I can** articulate and present a personal vision or mission statement for my life's work.
 - I can** present and hypothesize about the impact of following a course of action.
 - I can** present an analysis on the changing perception of stereotypes in society and the potential influence on a country's products or marketing strategies.

EXAMPLES: Writing

ADVANCED LOW

- I can...** (customize with specific content).
- I can** write about a family reunion for my relatives in another country.
 - I can** write a blog post describing the highlights of a recent trip or excursion.
 - I can** write about a social, cultural or political event that occurred or will occur in my community.
 - I can** describe certain trends in leisure time or use of social media and the results of those trends.
 - I can** describe the rise and fall of certain popular, historical, or environmental trends over time.

ADVANCED MID

- I can...** (customize with specific content).
- I can** write a detailed and accurate family or community history.
 - I can** write in detail about a social event or local celebration that I attended and my reactions to it.
 - I can** write a detailed itinerary of the social and cultural activities I have planned for a future trip or excursion.
 - I can** write in detail about a study abroad program I participated in and reflect on how the experience impacted my life and may influence my life in the future.
 - I can** write a detailed and accurate description of something I participated in or witnessed.

ADVANCED HIGH

- I can...** (customize with specific content).
- I can** chronicle certain historical events to explain the degree to which society supports the family and family values, in my own and other cultures.
 - I can** write a mission or vision statement related to my personal or professional goals.
 - I can** write a reflective journal entry on how a novel, poem or song has influenced my life.
 - I can** hypothesize in writing about the impact of following a course of action for myself or for an organization in which I am involved.
 - I can** write a business plan to market a product globally, based on data about cultural lifestyles and current societal trends.



PRESENTATIONAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

ADVANCED

PROFICIENCY BENCHMARK

I can deliver detailed and organized presentations on familiar as well as unfamiliar concrete topics, in paragraphs and using various time frames through spoken, written, or signed language.

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

PERFORMANCE INDICATORS

ADVANCED LOW

I can state a viewpoint with supporting evidence on some concrete academic, social and professional topics of interest using paragraphs across major time frames.

ADVANCED MID

I can present an argument with supporting evidence, based on a variety of concrete academic, social and professional topics of interest, using organized paragraphs across major time frames.

ADVANCED HIGH

I can clearly and accurately present an argument with supporting evidence on complex concrete issues, and often deal with related issues hypothetically.

EXAMPLES: Speaking or Signing

ADVANCED LOW

- I can...** *(customize with specific content).*
- I can** promote an art or music event by presenting and elaborating on its social or artistic value.
- I can** present the main issues related to topics of public health or safety and support my viewpoint on this issue with related evidence.
- I can** present and provide a rationale for the importance of certain classes, college majors, or training programs, citing trends over time.
- I can** present an outline of the arguments for or against a position on a social issue, including its historical background.
- I can** create and present an infomercial promoting an event, a service, or a product.

ADVANCED MID

- I can...** *(customize with specific content).*
- I can** make a presentation persuading others of the influence of an art or music genre over time.
- I can** give a presentation to advocate participation in educational opportunities such as membership in an organization, honor society, study abroad, or a particular educational program.
- I can** give a presentation to advocate for new ideas or innovative approaches related to school, work, or training.
- I can** present an argument for or against a position on a political issue, with supporting evidence.
- I can** give a speech presenting the rationale for a course of action by a local community or neighborhood group.

ADVANCED HIGH

- I can...** *(customize with specific content).*
- I can** present my interpretations of a piece of art or music to someone else while respecting their interpretation.
- I can** present the details of an experiment I have performed and justify the potential value of the research and results.
- I can** present a detailed, supported argument about complex environmental, economic or political issues.
- I can** support an argument and counterargument by incorporating a variety of evidence such as statistics, analyses, trends and polls in my presentation.
- I can** give a speech for community fundraising purposes and justify the potential benefits of the cause.

EXAMPLES: Writing

ADVANCED LOW

- I can...** *(customize with specific content).*
- I can** write an essay to convince others of the value of experiencing art and music from cultures other than my own.
- I can** write an essay for or against a position on a social issue.
- I can** create and edit an online journal, blog or discussion forum promoting community events, services, or products.
- I can** write a brief report to support a course of action on a work-related issue, citing past experience and future predictions.
- I can** write a brief article giving a rationale for dietary and exercise practices to promote healthy living.

ADVANCED MID

- I can...** *(customize with specific content).*
- I can** write an article or blog convincing others of the influence of an art or music genre over time.
- I can** write letters of recommendation.
- I can** give a written critique of a project proposal that uses historical data to support my argument.
- I can** write and propose a specific course of action based on the results of a survey.
- I can** write a cover letter for a job application.

ADVANCED HIGH

- I can...** *(customize with specific content).*
- I can** write my interpretations of a piece of art or music with someone else while respecting theirs.
- I can** write a position paper on an issue I have researched or related to my field of expertise.
- I can** express a detailed point of view in a blog or other public forum.
- I can** write an editorial piece to speculate on outcomes or implications of an issue.
- I can** write a statement to support a candidate in a local election.



PRESENTATIONAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

ADVANCED

PROFICIENCY BENCHMARK

I can deliver detailed and organized presentations on familiar as well as unfamiliar concrete topics, in paragraphs and using various time frames through spoken, written, or signed language.

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

PERFORMANCE INDICATORS

ADVANCED LOW

I can deliver presentations on some concrete academic, social and professional topics of interest, using paragraphs across major time frames.

ADVANCED MID

I can deliver detailed presentations and elaborate on a variety of concrete academic, social and professional topics of interest, using organized paragraphs across major time frames.

ADVANCED HIGH

I can deliver cohesive presentations on a variety of complex concrete topics related to community interests and some specialized fields, and often deal with related issues hypothetically.

EXAMPLES: Speaking or Signing

ADVANCED LOW

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

- I can** explain the reasoning behind a school, work or community project or policy, including the reasoning behind it.
- I can** present a summary of the results of an action plan for a club or work group and the future steps to be implemented.
- I can** present a comparison of current and past traditions related to social events such as homecoming, graduation, marriages, or funerals.
- I can** make presentations about special opportunities such as internships, study abroad, or job openings.
- I can** explain the process for creating or updating a website or blog.

ADVANCED MID

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

- I can** give a presentation to an outside audience about a project I have completed for my school, work or organization.
- I can** present detailed information about a product or service to clients, customers or others.
- I can** present in detail on a topic that I have read or heard in the news.
- I can** give a presentation on a summative project such as a capstone, thesis or seminar.
- I can** present an explanation of a process such as obtaining a driver's license, submitting a college application, or applying for financial aid.

ADVANCED HIGH

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

- I can** present an explanation of how beliefs and values are reflected in educational testing in my own and other cultures.
- I can** deliver a presentation incorporating data from statistics, analyses, trends and polls.
- I can** give an informational session comparing important cultural differences between or among various societies.
- I can** deliver detailed presentations about topics that I have studied, such as modern art or internet journalism.
- I can** deliver a presentation on the hypothetical impact of an environmental practice on future generations

EXAMPLES: Writing

ADVANCED LOW

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

- I can** revise class or meeting notes that I have taken for distribution.
- I can** draft and revise a synopsis or abstract for a science fair project, research study, or conference.
- I can** write job descriptions or performance reports.
- I can** draft and revise a resume or cover letter.
- I can** prepare reports and online communications for a social club, community or political group.

ADVANCED MID

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

- I can** write content for instructional resources.
- I can** write a research paper on a topic related to my studies or area of specialization.
- I can** write a detailed proposal for a project or a research study.
- I can** write a newspaper article or blog post about an event, project, or research initiative.
- I can** create brochures or other written resources for clients or customers.

ADVANCED HIGH

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

- I can** write an in-depth research report about educational issues in my own and other cultures.
- I can** create a professional portfolio including detailed written information for each section of the portfolio.
- I can** write an in-depth research report about challenges facing families and communities.
- I can** write a policy statement explaining my organization's position on an issue.
- I can** write an article about the potential future impact of a current practice.



INTERCULTURAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

ADVANCED

INVESTIGATE Investigate Products And Practices To Understand Cultural Perspectives	PROFICIENCY BENCHMARK	
	In my own and other cultures I can explain some diversity among products and practices and how it relates to perspectives.	
	PERFORMANCE INDICATORS	
	PRODUCTS	In my own and other cultures I can explain how a variety of products of public and personal interest are related to perspectives.
	PRACTICES	In my own and other cultures I can explain how a variety of practices within familiar and social situations are related to perspectives.
INTERACT Interact With Others In And From Another Culture	PROFICIENCY BENCHMARK	
	I can interact at a competent level in familiar and some unfamiliar contexts.	
	PERFORMANCE INDICATORS	
	LANGUAGE	I can converse comfortably with others from the target culture in familiar and some unfamiliar situations and show some understanding of cultural differences.
	BEHAVIOR	I can demonstrate awareness of subtle differences among cultural behaviors and adjust my behavior accordingly in familiar and some unfamiliar situations.

EXAMPLES: Linking Investigation and Interaction

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

INVESTIGATE	In my own and other cultures I can describe the cultural influences on the design of houses, buildings and towns.
INTERACT	I can adjust my personal space and body language accordingly when interacting with others in a business, school or work environment..
INVESTIGATE	In my own and other cultures I can describe and explain how landmarks and monuments contribute to national identity.
INTERACT	I can manage my non-verbal reactions and personal space when in a crowded environment such as standing in line.
INVESTIGATE	In my own and other cultures I can explain how beliefs and values are reflected in educational testing, ceremonies and certificates.
INTERACT	I can complete the requirements of an undergraduate course in the target culture.
INVESTIGATE	In my own and other cultures I can explain how a culture's concept of time influences decisions in business, education, and social scheduling.
INTERACT	I can consider how people within a culture regard time when participating in a business or social event.
INVESTIGATE	In my own and other cultures I can explain messages expressed in music and art.
INTERACT	I can share my interpretations of a piece of art or music with someone else while respecting theirs.
INVESTIGATE	In my own and other cultures I can explain how people's practices or values contribute to environmental problems or solutions.
INTERACT	I can write a blog entry about how to respect and conform to local environmental practices and respond to comments.
INVESTIGATE	In my own and other cultures I can explain the values reflected in a literary or social media text.
INTERACT	I can respond to a social media post in a culturally appropriate manner.
INVESTIGATE	In my own and other cultures I can explain how stereotypes influence a country's products or marketing strategies.
INTERACT	I can collaborate on an online project to explain misconceptions underlying stereotypes.
INVESTIGATE	In my own and other cultures I can explain how globalized products impact society and individual lifestyles.
INTERACT	I can work with others to determine appropriate supplies to contribute to a disaster relief effort.



INTERCULTURAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

ADVANCED

INVESTIGATE Investigate Products And Practices To Understand Cultural Perspectives	PROFICIENCY BENCHMARK	
	In my own and other cultures I can explain some diversity among products and practices and how it relates to perspectives.	
	PERFORMANCE INDICATORS	
	PRODUCTS	In my own and other cultures I can explain how a variety of products of public and personal interest are related to perspectives.
	PRACTICES	In my own and other cultures I can explain how a variety of practices within familiar and social situations are related to perspectives.
INTERACT Interact With Others In And From Another Culture	PROFICIENCY BENCHMARK	
	I can interact at a competent level in familiar and some unfamiliar contexts.	
	PERFORMANCE INDICATORS	
	LANGUAGE	I can converse comfortably with others from the target culture in familiar and some unfamiliar situations and show some understanding of cultural differences.
	BEHAVIOR	I can demonstrate awareness of subtle differences among cultural behaviors and adjust my behavior accordingly in familiar and some unfamiliar situations.

EXAMPLES: Linking Investigation and Interaction

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

INVESTIGATE	In my own and other cultures I can explain how the role of personal space and topics of conversation influence social interaction.
INTERACT	I can greet and take leave from someone using appropriate behaviors in most situations and change an incorrect behavior.
INVESTIGATE	In my own and other cultures I can explain the degree to which society supports the family and family values.
INTERACT	I can interact appropriately at a family event based on cultural norms and family dynamics.
INVESTIGATE	In my own and other cultures I can access and elicit information needed to graph the percentage of government funding for education and explain why there are differences.
INTERACT	I can work with a target language peer and use math skills to survey others on a topic and graph and present results.
INVESTIGATE	In my own and other cultures I can explain the attitudes toward meals, health and fitness.
INTERACT	I can demonstrate and adjust basic table manners as a guest in a home or restaurant.
INVESTIGATE	In my own and other cultures I can explain how sports and leisure activities reflect personal and national identity.
INTERACT	I can help coach a sport in the target culture and build relationships with the players.
INVESTIGATE	In my own and other cultures I can explain how the expectations associated with celebrating a holiday or festival influence behaviors.
INTERACT	I can offer an appropriate gift in a socially conventional manner as a guest at a birthday, dinner, or holiday celebration.
INVESTIGATE	In my own and other cultures I can explain how people's attitudes toward environmental factors determine how they travel.
INTERACT	I can discuss why certain cultures place a priority on environmentally-friendly transportation.
INVESTIGATE	In my own and other cultures I can explain what cultural factors influence peoples' method of buying and selling.
INTERACT	I can act appropriately when purchasing items in unfamiliar business settings.
INVESTIGATE	In my own and other cultures I can explain how globalized practices impact individual lifestyles.
INTERACT	I can maintain the lifestyle of the family with whom I am staying.