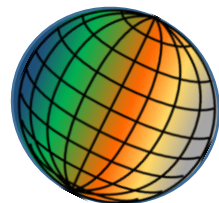




Can-Do Statements for Communication – Proficiency Benchmarks

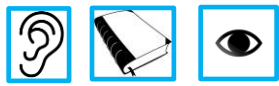


| NOVICE | INTERMEDIATE | ADVANCED | SUPERIOR | DISTINGUISHED |
|---|--|--|---|--|
| Interpretive Benchmark | Interpretive Benchmark | Interpretive Benchmark | Interpretive Benchmark | Interpretive Benchmark |
| I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written or signed. | 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. | 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. | 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. | 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. |
| Interpersonal Benchmark | Interpersonal Benchmark | Interpersonal Benchmark | Interpersonal Benchmark | Interpersonal 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. | 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. | 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. | 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. | 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. |
| Presentational Benchmark | Presentational Benchmark | Presentational Benchmark | Presentational Benchmark | Presentational 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. | 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. | 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. | I can deliver extended presentations on hypothetical or abstract 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. | 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. |



Can-Do Statements for Intercultural Communicative Competence – Benchmarks

| | | | | |
|--|--|--|---|---|
| Intercultural Investigation Benchmark | Intercultural Investigation Benchmark | Intercultural Investigation Benchmark | Intercultural Investigation Benchmark | Intercultural Investigation Benchmark |
| 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. | 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. |
| Intercultural Interaction Benchmark | Intercultural Interaction Benchmark | Intercultural Interaction Benchmark | Intercultural Interaction Benchmark | Intercultural Interaction Benchmark |
| I can interact at a survival level in some familiar everyday contexts. | I can interact at a functional level in some familiar contexts. | 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. |



Interpretive Proficiency Benchmarks



NOVICE

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.

INTERMEDIATE

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.

ADVANCED

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.

SUPERIOR

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.

DISTINGUISHED

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.

Performance Indicators

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

| LOW | MID | HIGH | LOW | MID | HIGH | LOW | MID | HIGH | SUPERIOR | DISTINGUISHED |
|---|---|--|--|--|---|--|--|---|---|---|
| I can identify memorized or familiar words when they are supported by gestures or visuals in informational texts. | I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in informational texts. | I can identify the topic and some isolated facts from simple sentences in informational texts. | I can identify the topic and related information from simple sentences in short informational texts. | I can understand the main idea and key information in short straightforward informational texts. | I can usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph length informational texts. | I can identify the underlying message and some supporting details across major time frames in descriptive informational texts. | I can understand the underlying message and most supporting details across major time frames in descriptive informational texts. | I can follow the flow of ideas and infer meaning from complex language on unfamiliar, abstract topics within informational texts. | I can follow the flow of ideas and infer meaning from unfamiliar, abstract topics in complex language in informational texts. | I can easily understand sophisticated language, regardless of the cultural context in professional, technical and academic texts. |

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

| LOW | MID | HIGH | LOW | MID | HIGH | LOW | MID | HIGH | SUPERIOR | DISTINGUISHED |
|---|---|---|--|--|---|---|--|--|---|--|
| I can identify memorized or familiar words when they are supported by gestures or visuals in fictional texts. | I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in fictional texts. | I can identify the topic and some isolated elements from simple sentences in short fictional texts. | I can identify the topic and related information from simple sentences in short fictional texts. | I can understand the main idea and key information in short straightforward fictional texts. | I can usually follow the main story and actions expressed in various time frames in paragraph-length fictional texts. | I can follow the main story and some supporting detail across major time frames in fictional texts. | I can follow the main story and most supporting details across major time frames in fictional texts. | I can follow the flow of ideas and some nuances from different viewpoints in most fictional texts. | I can follow the flow of ideas and infer meaning from unfamiliar, abstract topics in complex language in fictional texts. | I can interpret tone, nuance, and mood in almost any genre of fictional texts. |

What can I understand, interpret or analyze in conversations and discussions in which I am not a participant?

| LOW | MID | HIGH | LOW | MID | HIGH | LOW | MID | HIGH | SUPERIOR | DISTINGUISHED |
|---|---|--|--|--|--|--|--|---|---|--|
| I can understand memorized or familiar words when they are supported by gestures or visuals in conversations. | I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in conversations. | I can understand familiar questions and statements from simple sentences in conversations. | I can identify the main idea in short conversations. | I can identify the main idea and key information in short straightforward conversations. | I can usually understand the main idea and flow of events expressed in various time frames in conversations and discussions. | I can understand the main message and some supporting details across major time frames in conversations and discussions. | I can understand the main message and most supporting details across major time frames in conversations and discussions. | I can follow the flow of ideas and some nuances from different viewpoints in conversations and discussions. | I can follow abstract, complex and unfamiliar topics in extended conversations and discussions involving multiple speakers. | I can interpret tone, nuance, and mood in almost any extended conversation and discussion. |

* Note: Additional factors and strategies may impact how learners make meaning from texts that they hear, view or read: text complexity or length, familiarity with topic, background knowledge, prior literacy skills, using context clues, making inferences, etc. An Interpretive Task template and rubric can be found [here](#).



NOVICE

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.



INTERMEDIATE

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.

Interpersonal Proficiency Benchmarks



ADVANCED

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.

SUPERIOR

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.

DISTINGUISHED

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

Performance Indicators

How can I exchange information and ideas in conversations?

| NOVICE | | | INTERMEDIATE | | | ADVANCED | | | SUPERIOR | DISTINGUISHED |
|--|---|---|--|--|--|---|---|--|---|---|
| LOW | MID | HIGH | LOW | MID | HIGH | LOW | MID | HIGH | SUPERIOR | DISTINGUISHED |
| 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. | 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. | 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. | I can request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions. | I can exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions. | I can exchange information in conversations and some discussions on a variety of familiar and some concrete topics that I have researched, using connected sentences that may form paragraphs and asking a variety of questions, often across various time frames. | 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. | 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 timeframes. | 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. | I can discuss and debate a wide variety of complex issues and abstract ideas using precise, sophisticated, and academic language. | I can debate complex issues and abstract ideas skillfully and succinctly, tailoring language to the cultural context of the interaction, using cultural and historical references as appropriate. |

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

| NOVICE | | | INTERMEDIATE | | | ADVANCED | | | SUPERIOR | DISTINGUISHED |
|---|--|--|---|--|---|---|---|---|---|---|
| LOW | MID | HIGH | LOW | MID | HIGH | LOW | MID | HIGH | SUPERIOR | DISTINGUISHED |
| I can express some basic needs, using practiced or memorized words and phrases, with the help of gestures or visuals. | I can express basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, simple sentences and questions. | I can interact with others to meet my basic needs related to routine everyday activities, using simple sentences and questions most of the time. | I can interact with others to meet my basic needs in familiar situations by creating simple sentences and asking appropriate follow-up questions. | I can interact with others to meet my needs in a variety of familiar situations, creating sentences and series of sentences and asking a variety of follow-up questions. | I can interact with others to meet my needs in a variety of situations, sometimes involving a complication, using connected sentences that may form paragraphs and asking a variety of questions, often across various time frames. | 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. | 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. | I can interact and negotiate to resolve an unexpected complication in a situation that is generally unfamiliar. | I can interact and negotiate to resolve abstract and complex matters on a wide variety of topics in a variety of situations.. | I can interact and negotiate to resolve highly abstract and complex matters in culturally appropriate ways on a wide variety of topics and to persuasively advocate a point of view that is not necessarily my own. |

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

| NOVICE | | | INTERMEDIATE | | | ADVANCED | | | SUPERIOR | DISTINGUISHED |
|--|--|--|---|--|--|---|--|---|---|--|
| LOW | MID | HIGH | LOW | MID | HIGH | LOW | MID | HIGH | SUPERIOR | DISTINGUISHED |
| I can express basic preferences or feelings, using practiced or memorized words and phrases, with the help of gestures or visuals. | I can express my preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, simple sentences and questions. | 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. | I can express, ask about, and react with some details to preferences, feelings or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions. | I can exchange preferences, feelings or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and asking a variety of follow-up questions. | I can explain preferences, opinions, and emotions and provide advice on a variety of familiar and some concrete topics that I have researched, using connected sentences that may form paragraphs and asking a variety of questions, often across various time frames. | 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. | 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. | 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. | I can discuss and debate opinions and advice with multiple participants on a wide variety of complex issues and abstract ideas, concretely, abstractly, and hypothetically. | I can tailor language to a variety of audiences by adapting my speech and register in culturally authentic ways. |



Presentational Proficiency Benchmarks



NOVICE

INTERMEDIATE

ADVANCED

SUPERIOR

DISTINGUISHED

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

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.

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.

I can deliver extended presentations on hypothetical or abstract 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.

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.

Performance Indicators

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

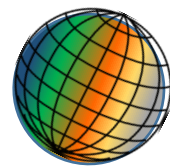
| NOVICE | | | INTERMEDIATE | | | ADVANCED | | | SUPERIOR | DISTINGUISHED |
|--|---|---|--|---|--|---|--|---|--|---|
| LOW | MID | HIGH | LOW | MID | HIGH | LOW | MID | HIGH | SUPERIOR | DISTINGUISHED |
| I can introduce myself using practiced or memorized words and phrases, with the help of gestures 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. | I can present personal information about my life, activities and events, using simple sentences. | I can tell a story about my life, activities, events and other social experiences, using sentences and series of connected sentences. | I can tell stories about school and community events and personal experiences, using a few short paragraphs, often across various time frames. | I can tell stories about school and community events and personal experiences, using paragraphs across major time frames. | I can tell stories based on concrete experiences in academic, social, and professional topics of interest, using organized paragraphs across major frames. | I can give complex detailed narrations beyond the concrete, often addressing abstract experiences or hypothetical issues. | I can present clearly-articulated, coherent and detailed narrations on complex, abstract issues and hypothetical issues. | I can narrate succinctly and precisely, often using historical or cultural references to engage an audience whose cultural attitudes, expectations and perspectives may be different from my own. |

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

| NOVICE | | | INTERMEDIATE | | | ADVANCED | | | SUPERIOR | DISTINGUISHED |
|---|---|--|--|--|--|---|---|--|---|--|
| LOW | MID | HIGH | LOW | MID | HIGH | LOW | MID | HIGH | SUPERIOR | DISTINGUISHED |
| 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 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. | I can express my preferences on familiar and everyday topics of interest and explain why I feel that way, using simple sentences | I can state my viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences. | I can state my viewpoint on familiar or researched topics and provide reasons to support it, using a few short paragraphs, often across various time frames. | I can state a viewpoint with supporting evidence on some concrete academic, social and professional topics of interest using paragraphs across major time frames. | 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. | I can clearly and accurately present an argument with supporting evidence on complex concrete issues, and often deal with related issues hypothetically. | I can deliver a clearly articulated and well-structured argument, refute counterarguments, and give extensive supporting evidence on abstract or hypothetical issues and ideas, ranging from broad general interests to areas of specialized expertise. | I can tailor a sophisticated presentation to advocate my own or another's point of view or to persuade an audience whose attitudes and cultural perspectives may be different from my own. |

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

| NOVICE | | | INTERMEDIATE | | | ADVANCED | | | SUPERIOR | DISTINGUISHED |
|---|---|---|--|---|---|---|--|---|--|---|
| LOW | MID | HIGH | LOW | MID | HIGH | LOW | MID | HIGH | SUPERIOR | DISTINGUISHED |
| 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. | I can present on familiar and everyday topics, using simple sentences. | I can give straightforward presentations on a variety of familiar topics and some concrete topics I have researched, using sentences and series of connected sentences. | I can give detailed presentations on a variety of familiar topics and some concrete topics I have researched, using a few short paragraphs, often across various time frames. | I can deliver presentations on some concrete academic, social and professional topics of interest, using paragraphs across major time frames. | 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. | 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. | I can deliver clearly articulated and well-structured presentations to various audiences on abstract or hypothetical issues and ideas, ranging from broad general interests to areas of specialized expertise. | I can deliver sophisticated presentations with accuracy, efficiency and effectiveness on global and highly abstract concepts in my field of expertise, adapting my language to the characteristics of the audience and embedding cultural perspectives. |



Intercultural Communicative Competence Benchmarks

| NOVICE Investigation | INTERMEDIATE Investigation | ADVANCED Investigation | SUPERIOR Investigation | DISTINGUISHED Investigation |
|--|--|--|---|--|
| 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. | 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 <p style="text-align: center;">How can I investigate products and practices to understand perspectives?</p> | | | | |
| 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. | 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 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. | 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. |

| NOVICE Interaction | INTERMEDIATE Interaction | ADVANCED Interaction | SUPERIOR Interaction | DISTINGUISHED Interaction |
|---|--|--|--|---|
| I can interact at a survival level with others in and from another culture in some familiar everyday contexts | I can interact at a functional level with others in and from another culture in some familiar contexts. | I can interact at a competent level with others in and from another culture in familiar and some unfamiliar contexts. | I can interact in complex situations with others in and from another culture 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 <p style="text-align: center;">How can I use my language and behavior to interact with others in and from another culture?</p> | | | | |
| 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. | 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 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. | 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. |

