INTERMEDIATE HIGH COMMUNICATION

NCSSFL-ACTFL Can-Do Statements

2017
How Do Learners and Educators Use the Can-Do Statements?

<table>
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<tr>
<th>Goal Setting</th>
<th>Language learners use the Can-Do Statements to set their own learning goals, document their progress, and self-assess and reflect on their learning.</th>
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</table>
| Self-Assessment | Learners use the Can-Do Statements to self-assess their progress, moving from “This is my goal” to “I can do this with help” to “I can do this consistently.”  
Profiticiency vs Performance | Proficiency is what one can consistently do with language in unrehearsed, spontaneous and real-life contexts with native speakers over a sustained period of time.  
Performance is what one can do with language in practiced or familiar learning contexts. Performance can serve as a bridge to proficiency. |
| Proficiency Benchmarks | Benchmarks are long-term proficiency goals for learners, across the three modes of Interpretive, Interpersonal and Presentational Communication.  
Benchmarks can be used by educators to establish course outcomes. |
| Performance Indicators | Indicators are steps for learners to chart their performance and their progress toward meeting language proficiency goals.  
Indicators can help inform the creation of units by educators. |
| Examples | Examples provide evidence of real-life consistent language performance over time, or can inform the creation of lessons or learning activities.  
*This is not a checklist to complete*, but rather examples that will be elaborated and built upon by individual learners or educators. |
| “I can...(customize)” | Customizable examples allow learners or educators to create their own samples of language performance, aligned to their learning content or context and the targeted proficiency level. |
Intermediate Benchmark
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.

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

➢ I can usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph-length informational texts.

**Examples**
- I can understand the recorded descriptions of avatars in a new video game.
- I can understand directions to a familiar location.
- I can understand some points of a lecture on a common environmental issue.
- I can follow the major events of a traveler’s experience narrated in a radio report.
- I can follow the master of ceremonies’ congratulations and simple general comments at a special event.

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

➢ I can usually follow the main story and actions expressed in various timeframes in paragraph-length fictional texts.

**Examples**
- I can identify the sequence of events in a story.
- I can identify the main emotions described in a song.
- I can follow the main plot of a musical production.
- I can understand the characteristics of heroes described in an oral urban legend.
- I can understand most of what is said in a conversation among characters in a familiar play.

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

➢ I can usually understand the main idea and flow of events expressed in various timeframes in conversation and discussions.

**Examples**
- I can understand an interview between a student reporter and foreign visitors about activities they have done and are planning to do while in town.
- I can understand broadcasters discussing severe weather warnings.
- I can understand a conversation between two friends discussing last weekend’s activities.
- I can understand simple questions posed in an interview of a celebrity.
- I can understand the main points of an argument between people in a public place.

* 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](#).
**INTERMEDIATE HIGH**

**What can I understand, interpret or analyze in authentic informational texts I read?**

- I can usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph-length informational texts.

  | This is my goal. | ♦ I can do this with help. | ♦ I can do this consistently. |

**Examples**
- I can understand information provided in a travel guide about a historical site.
- I can understand website descriptions of a Peace Corps volunteer’s daily life.
- I can follow directions to do a science or other experiment.
- I can understand the basic instructions for playing a video game.
- I can understand the main points of a blogger’s posts and responses.

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**What can I understand, interpret or analyze in authentic fictional texts I read?**

- I can usually follow the main story and actions expressed in various timeframes in paragraph-length fictional texts.

  | This is my goal. | ♦ I can do this with help. | ♦ I can do this consistently. |

**Examples**
- I can identify the sequence of events in a story with a plot twist.
- I can identify the main emotions described in the lyrics of a song.
- I can follow the main plot of a detective story.
- I can understand the characteristics of heroes in a folk legend.
- I can understand most of what is said in a conversation among characters in a familiar play.

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

- I can usually understand the main idea and flow of events expressed in various timeframes in conversations and discussions.

  | This is my goal. | ♦ I can do this with help. | ♦ I can do this consistently. |

**Examples**
- I can understand an interview between a celebrity and a teen reporter in a publication.
- I can understand a text conversation between two friends discussing what they did last weekend.
- I can understand the main points of an argument between people in a blog posting.
- I can understand a written apology where someone explains why s/he couldn’t attend a party.
- I can understand peer feedback on an end-of-course project.

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*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](http://example.com).*
INTERMEDIATE HIGH

How can I exchange information and ideas in conversations?

➢ 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 combine to form paragraphs and asking a variety of questions, often across various time frames.

Examples
- I can________________________________
- I can participate in a conversation to support or reject a proposed school policy.
- I can exchange ideas on different options after graduation.
- I can compare reactions with a peer about a recent lecture.
- I can discuss information about career pathways.
- I can compare community service or volunteer opportunities with someone from a different country.

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

➢ I can interact with others to meet my needs in a variety of situations, sometimes involving a complication, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various timeframes.

Examples
- I can________________________
- I can talk with an airline representative to make the necessary changes to an already-ticketed flight.
- I can interact to schedule a make-up exam.
- I can negotiate the exchange of an item I have purchased in a store for another style.
- I can interact with my ePal to come up with various options for a class outing depending on the weather.

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

➢ 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 and that may combine to form paragraphs and asking a variety of questions, often across various timeframes.

Examples
- I can________________________
- I can exchange opinions on a school policy and give reasons for why it should be changed.
- I can exchange opinions about the use of personal devices at school.
- I can outline positive and negative environmental practices in a conversation with city council representatives.
- I can exchange advice on how to be a successful learner.
- I can exchange opinions about the ways we use social media in our personal, school or work lives.
INTERMEDIATE HIGH

How can I exchange information and ideas in conversations?

➢ 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 combine to form paragraphs and asking a variety of questions, often across various time frames.

Examples
- I can_________________
- I can participate in a chat to discuss the importance of learning another language.
- I can communicate online with peers in another culture to support a service learning project.
- I can exchange e-mail with a friend to share pros and cons of each dorm building on my campus.
- I can exchange ideas for a collaborative project in an online news group.

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

➢ 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.

Examples
- I can_________________
- I can interact with an online advisor in another culture to select courses matching my academic goals.
- I can exchange details with my destination wedding planner about my preferences for the ceremony and reception.
- I can chat online with a customer service representative to resolve an incorrect bill.
- I can exchange messages with the hotel receptionist to cancel my reservation and request to forgo the cancellation fee.

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

➢ 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 and that may combine to form paragraphs and asking a variety of questions, often across various timeframes.

Examples
- I can_________________
- I can justify opinions about current trends in music in an online conversation.
- I can exchange opinions about a product on a company’s website and say why or why not to buy it.
- I can exchange posts that provide specific and detailed feedback on a peer’s draft for an article.
- I can add my advice about dating “do’s and don’ts” onto an online blog.
Presentational Speaking or Signing

Intermediate Benchmark
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.

INTERMEDIATE HIGH

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

➢ I can tell stories about school and community events and personal experiences, using a few short paragraphs, often across various time frames.

Examples
- I can
- I can present a comparison between the roles of family members in my own and other cultures.
- I can tell what happened at a social event that I attended.
- I can give a short speech about goals for the future of my club or organization.
- I can present an outline of my predictions about consequences of an environmental practice.
- I can present my hypothesis about what will happen in an experiment and provide supporting information.

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

➢ 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.

Examples
- I can
- I can give a presentation about similarities and differences between art and music festivals.
- I can present my reactions to a current event and explain what led to the event being in the news.
- I can create and present a public service announcement describing a problem and advocating for change.
- I can make a persuasive presentation to explain why one should revisit a store or restaurant that is under new ownership.

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

➢ 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 timeframes.

Examples
- I can
- I can compare school environments and curricula to determine what is valued in my own and other cultures.
- I can explain the series of steps taken to complete a task or experiment and describe the results.
- I can leave a voicemail for someone who was absent explaining what took place in class or on the job.
- I can present my qualifications and goals for an academic program, training or job.
- I can make a presentation about the history and current status of a school, organization or company.
**INTERMEDIATE HIGH**

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

➢ I can tell stories about school and community events and personal experiences, using a few short paragraphs, often across various timeframes.

**Examples**

- I can ________________
- I can write a comparison of the roles of family members, in my own and other cultures.
- I can write a series of steps needed to complete a task, such as for an experiment, community event or fundraiser.
- I can write a description of an event that I participated in or witnessed for a newsletter.
- I can write a series of simple predictions about consequences of a particular action or practice for a community or school blog.

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

➢ 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.

**Examples**

- I can ________________
- I can write a summary of a social media story and share my and others’ opinions about it.
- I can write a brief statement outlining the key points of my opinion on topics in my community such as water use, building a school or the town budget.
- I can create an infographic describing the benefits of joining an organization.
- I can write advice to younger learners about why to learn an additional language.

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

➢ 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.

**Examples**

- I can ________________
- I can write a comparison of school or learning environments and curricula to determine what is valued in my own and other cultures.
- I can compose communications for public distribution about the status of an ongoing event.
- I can summarize in an email what’s been happening in my community for someone who is new or has been away.
- I can summarize in writing a conversation or interview that I had with someone.