****

**INTERMEDIATE LOW**

**COMMUNICATION**

**NCSSFL-ACTFL  
Can-Do Statements**

**2017**

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

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| **Goal Setting** | Language learners use the Can-Do Statements to set their own learning goals, document their progress, and self-assess and reflect on  their learning. |
| **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.” |
| **Proficiency  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. |

**Interpretive Listening or Viewing NCSSFL–ACTFL CAN-DO STATEMENTS**

** **

**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.**

**INTERMEDIATE LOW**

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

♦ This is my goal.

♦ I can do this with help.

♦ I can do this consistently.

* **I can identify the topic and related information from simple sentences in short informational texts.**

**Examples**

* *I can\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
* *I can follow simple cooking directions from a YouTube video.*
* *I can understand a voicemail reminding me of the details of an appointment.*
* *I can understand an announcement about a lost child in a store.*
* *I can understand simple questions about a scientific or other process.*
* *I can understand a broadcaster’s questions to participants in a political demonstration.*

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

♦ This is my goal.

♦ I can do this with help.

♦ I can do this consistently.

* **I can identify the topic and related information from simple sentences**

**in short fictional texts.**

**Examples**

* *I can\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
* *I can identify some specific, predictable actions from a segment of an audio book.*
* *I can identify some major events in a recorded children’s story.*
* *I can understand a few lines in a song.*
* *I can select a book that matches my interest based on an online radio streamed book review.*
* *I can identify the pattern of rhymes in a nursery rhyme or poem.*

|  |
| --- |
| ***What can I understand, interpret or analyze in conversations in which I’m not a participant?*** |

♦ This is my goal.

♦ I can do this with help.

♦ I can do this consistently.

* **I can identify the main idea in short conversations.**

**Examples**

* *I can\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
* *I can understand the place, time and purpose that someone mentions in an invitation.*
* *I can follow a conversation friends have about what they are wearing for an occasion.*
* *I can understand diners discussing what to order at a restaurant.*
* *I can understand the purpose of a message of a recorded e-card greeting.*
* *I can understand someone’s comments about a friend’s date.*

\* 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://education.ohio.gov/Topics/Learning-in-Ohio/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Framework/Instructional-Strategies/Assessment-Guidance-and-Sample-Rubrics).

**Interpretive Reading NCSSFL–ACTFL CAN-DO STATEMENTS**

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**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.**

**INTERMEDIATE LOW**

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

♦ This is my goal.

♦ I can do this with help.

♦ I can do this consistently.

* **I can identify the topic and related information from simple sentences in short informational texts.**

**Examples**

* *I can\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
* *I can understand some information on job postings.*
* *I can understand a text message from a friend about an assignment.*
* *I can understand recipe recommendations on a food package.*
* *I can understand a message on a social media post.*
* *I can understand the scheduled events of a day at summer camp.*

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

♦ This is my goal.

♦ I can do this with help.

♦ I can do this consistently.

* **I can identify the topic and related information from simple**

**sentences in short fictional texts.**

**Examples**

* *I can\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
* *I can identify some specific, predictable actions in an excerpt from a graphic novel.*
* *I can identify some major events in a children’s storybook.*
* *I can understand a few lines in song lyrics.*
* *I can select a book that matches my interests from an online description.*
* *I can identify the topic of a poem and a few related details.*

|  |
| --- |
| ***What can I understand, interpret or analyze in conversations in which I’m not a participant?*** |

* **I can identify the main idea in short conversations.**

♦ This is my goal.

♦ I can do this with help.

♦ I can do this consistently.

**Examples**

* *I can\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
* *I can understand the place, time, and purpose of a meeting discussed in online personal messages.*
* *I can follow group text messages among friends about what to wear for an occasion.*
* *I can understand blog response to questions about recommendations for a meal in a restaurant.*
* *I can understand the purpose of personal messages on an e-card greeting.*
* *I can understand someone’s forum comments about a concert.*

\* 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://education.ohio.gov/Topics/Learning-in-Ohio/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Framework/Instructional-Strategies/Assessment-Guidance-and-Sample-Rubrics).

**Interpersonal Listening/Speaking or Signing NCSSFL–ACTFL CAN-DO STATEMENTS** 

**Intermediate Benchmark**

**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.**

**INTERMEDIATE LOW**

|  |
| --- |
| ***How can I exchange information and ideas in conversations?*** |

♦ This is my goal.

♦ I can do this with help.

♦ I can do this consistently.

* **I can request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions.**

**Examples**

* *I can\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
* *I can exchange information to decide which type of transportation is best to utilize.*
* *I can exchange information about types of music and movies people prefer.*
* *I can participate in a conversation to compare classes and sports with peers at a partner school.*
* *I can participate in a conversation with my partner about building a model for a project.*
* *I can exchange information to plan a picnic with a group of friends.*

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

♦ This is my goal.

♦ I can do this with help.

♦ I can do this consistently.

* **I can interact with others to meet my basic needs in familiar situations**

**by creating simple sentences and asking appropriate follow-up**

**questions.**

**Examples**

* *I can\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
* *I can interact to arrange a meeting.*
* *I can make a hotel reservation by phone.*
* *I can interact with the waiter to order a meal at a restaurant.*
* *I can interact to ask for clarification by asking specific questions.*
* *I can interact with others to ask for restaurant recommendations.*

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

♦ This is my goal.

♦ I can do this with help.

♦ I can do this consistently.

* **I can express, ask about, and react with some detail to preferences, feelings or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions.**

**Examples**

* *I can\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
* *I can interact to plan a hiking trip with friends asking each one what they would like to do.*
* *I can have a conversation with others to determine how we should plan to spend our spring break.*
* *I can interact to share ideas with others about how to celebrate a friend’s birthday.*
* *I can interact with my partner to identify points of agreement on the reasons for our science experiment results.*
* *I can interact to share ideas about where I would prefer to live and why.*

**Interpersonal Reading/Writing NCSSFL–ACTFL CAN-DO STATEMENTS** 

**Intermediate Benchmark**

**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.**

**INTERMEDIATE LOW**

|  |
| --- |
| ***How can I exchange information and ideas in conversations?*** |

♦ This is my goal.

♦ I can do this with help.

♦ I can do this consistently.

* **I can request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions.**

**Examples**

* *I can\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
* *I can exchange texts with a friend to provide directions to get to my house.*
* *I can exchange e-mail with a tour operator to find out more details about my visit.*
* *I can exchange texts messages with my friend to suggest an activity for this weekend.*
* *I can post my reaction to my friend’s tweet about a concert he attended.*
* *I can exchange texts with someone to get advice about what to buy a mutual friend for a birthday present.*

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

♦ This is my goal.

♦ I can do this with help.

♦ I can do this consistently.

* **I can interact with others to meet my basic needs in familiar situations**

**by creating simple sentences and asking appropriate follow-up**

**questions.**

**Examples**

* *I can\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
* *I can interact online to get help related to an assignment.*
* *I can interact with a study abroad advisor online to select the type of housing that best fits my needs.*
* *I can exchange messages to ask for a substitution for an online food order.*
* *I can interact online with a hotel agent to inquire about their pet policy.*
* *I can interact with potential buyers to answer questions about the item I am selling online.*

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

♦ This is my goal.

♦ I can do this with help.

♦ I can do this consistently.

* **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.**

**Examples**

* *I can\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
* *I can exchange text messages sharing reactions to something happening in my community.*
* *I can exchange descriptions with my ePal to agree on the best places to hike or camp in the U.S.*
* *I can exchange online messages to trade opinions in reaction to an article about the best places to visit in my region.*
* *I can chat with my ePal to discuss Americans’ typical vacations.*
* *I can exchange advice with another online player on winning moves in a video or online game.*

**Presentational Speaking or Signing NCSSFL–ACTFL CAN-DO STATEMENTS**

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**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 LOW**

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

♦ This is my goal.

♦ I can do this with help.

♦ I can do this consistently.

* **I can present personal information about my life, activities and events, using simple sentences.**

**Examples**

* *I can\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
* *I can make simple comparisons of a variety of people, including friends and family members.*
* *I can describe what I want or need to do on a particular day.*
* *I can describe what I plan to do next in my school or work life.*
* *I can retell a story that I’ve read or heard.*
* *I can tell the steps of an experiment I conducted.*

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

♦ This is my goal.

♦ I can do this with help.

♦ I can do this consistently.

* **I can express my preferences on familiar and everyday topics of**

**Interest and explain why I feel that way, using simple sentences.**

**Examples**

* *I can\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
* *I can give a series of reasons why an art or music style is appealing to me.*
* *I can give a presentation recommending something I like, such as a movie, television show, famous*

*athlete, celebrity or historical figure.*

* *I can give a series of reasons why a book I’ve read was appealing to me.*
* *I can create and present a simple advertisement for a product or service.*
* *I can present a series of statements supporting my hypothesis about a science concept.*

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

♦ This is my goal.

♦ I can do this with help.

♦ I can do this consistently.

* **I can present on familiar and everyday topics, using simple sentences.**

**Examples**

* *I can\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
* *I can describe a school or workplace.*
* *I can present a brief summary of something from a book I’ve read.*
* *I can state multi-step instructions for completing a process, such as preparing a recipe.*
* *I can briefly summarize or retell a story.*
* *I can give a description of a place I have visited or want to visit.*

**Presentational Writing NCSSFL–ACTFL CAN-DO STATEMENTS **

**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 LOW**

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

♦ This is my goal.

♦ I can do this with help.

♦ I can do this consistently.

* **I can present personal information about my life, activities and events, using simple sentences.**

**Examples**

* *I can\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
* *I can write a description of the physical appearance and personality of a friend or family member.*
* *I can write about my role in a simple school or work routine.*
* *I can write my plans for an upcoming holiday, vacation or a typical celebration.*
* *I can write about events that took place at school, in a workplace or in a place I have visited.*
* *I can write about a simple project I completed at school or at work.*

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

♦ This is my goal.

♦ I can do this with help.

♦ I can do this consistently.

* **I can express my preferences on familiar and everyday topics of**

**Interest and explain why I feel that way, using simple sentences.**

**Examples**

* *I can\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
* *I can write a series of reasons why an art or music style is appealing to me.*
* *I can write to explain why others should read a book I enjoyed, citing specific reasons.*
* *I can write a recommendation of a website and give reasons why others might find it useful.*
* *I can provide a simple description of a field trip or work experience in an effort to persuade others*

*to participate in the future.*

* *I can create a simple written or graphic ad to encourage someone to purchase a product or service.*

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

♦ This is my goal.

♦ I can do this with help.

♦ I can do this consistently.

* **I can present on familiar and everyday topics, using simple sentences.**

**Examples**

* *I can\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
* *I can develop a simple survey for my peers, about my school or another topic.*
* *I can write basic instructions on how to make or do something.*
* *I can write questions to obtain additional information about something I read online.*
* *I can write an outline or draft of a presentation that I plan to present orally.*
* *I can write a simple profile of a famous athlete, celebrity or historical figure.*