

Novice Low

Can-Do Statements for ASL Language Learners

Novice Low Benchmarks

Interpretive-Receptive Communication	Interpersonal Communication	Presentational-Expressive Communication
I can recognize a few memorized signs and phrases.	I can communicate on some very familiar topics using single signs and phrases that I have practiced and memorized.	I can present information about myself and some other very familiar topics using single signs or memorized phrases.

Interpretive (Receptive) Communication

I can recognize a few memorized signs and phrases.

1) I can occasionally identify the parameters of a sign.

This is my goal.

I can do this with help.

I can do this easily.

Sample Learning Targets:

- *I can... (customized)*
- *I can recognize the handshape of a sign.*
- *I can recognize the palm orientation of a sign.*
- *I can recognize the movement of a sign.*
- *I can recognize the location of a sign.*
- *I can recognize some non-manual markers and signals.*

2) I can occasionally understand isolated signs that I have memorized, particularly when accompanied by gestures or pictures.

This is my goal.

I can do this with help.

I can do this easily.

Sample Learning Targets:

- *I can...(customized)*
- *I can understand greetings.*
- *I can recognize some color words.*
- *I can understand some numbers.*
- *I can understand some food items.*
- *I can understand survival signs.*
- *I can recognize finger-spelled words produced at a slow pace.*
- *I can recognize my classmates' names.*
- *I can recognize words of 3-5 letters.*
- *I can understand the difference between yes / no questions and who, what, when, where questions.*

Interpersonal Communication

I can communicate on some very familiar topics using single signs and phrases that I have practiced and memorized.

3) I can greet my peers.

This is my goal.	I can do this with help.	I can do this easily.

Sample Learning Targets:

- *I can...(customized)*
- *I can sign hello and goodbye.*
- *I can point (index) to refer to a person or thing.*
- *I can use non-manual markers to express affect and emotions.*

4) I can introduce myself to someone.

This is my goal.	I can do this with help.	I can do this easily.

Sample Learning Targets:

- *I can...(customized)*
- *I can fingerspell my name to someone.*

5) I can answer a few simple questions.

This is my goal.	I can do this with help.	I can do this easily.

Sample Learning Targets:

- *I can...(customized)*
- *I can respond to yes/no questions.*
- *I can answer an either / or question.*
- *I can respond to who, what, when, where questions.*
- *I can use survival signs for basic communication.*
- *I can ask for information to be repeated.*

Presentational (Expressive) Communication

I can present information about myself and some other very familiar topics using single signs or memorized phrases.

6) I can imitate signs and phrases that I have learned.	This is my goal.	I can do this with help.	I can do this easily.
<p><i>Sample Learning Targets:</i></p> <ul style="list-style-type: none"> • <i>I can...(customized)</i> • <i>I can sign numbers from 1 to 10.</i> • <i>I can sign the date and the day of the week.</i> • <i>I can hold eye contact with my audience when I sign.</i> 			
7) I can name familiar people, places, and objects in pictures and posters using words or memorized phrases.	This is my goal.	I can do this with help.	I can do this easily.
<p><i>Sample Learning Targets:</i></p> <ul style="list-style-type: none"> • <i>I can...(customized)</i> • <i>I can name famous landmarks and people.</i> • <i>I can list items I see every day.</i> 			
8) I can introduce myself to a group.	This is my goal.	I can do this with help.	I can do this easily.
<p><i>Sample Learning Targets:</i></p> <ul style="list-style-type: none"> • <i>I can...(customized)</i> • <i>I can sign my name, age, and where I live.</i> • <i>I can sign my phone number and email address.</i> 			
9) I can sign short memorized phrases and parts of poems.	This is my goal.	I can do this with help.	I can do this easily.
<p><i>Sample Learning Targets:</i></p> <ul style="list-style-type: none"> • <i>I can...(customized)</i> • <i>I can sign simple directions.</i> • <i>I can sign a simple poem.</i> 			

Novice Low

ACTFL Proficiency Guidelines 2012

VIEWING

At the Novice Low sublevel, viewers are able occasionally to recognize isolated words or very high-frequency phrases when those are strongly supported by context. These viewers show virtually no comprehension of any kind of signed message.

SIGNING

Signers at the Novice Low sublevel have no real functional ability and may be unintelligible. Given adequate time and familiar cues, they may be able to exchange greetings, give their identity, and name a number of familiar objects from their immediate environment. They are unable to perform functions or handle topics pertaining to the Intermediate level, and cannot therefore participate in a true conversational exchange.

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Novice Range

ACTFL Performance Descriptors for Language Learners 2012

INTERPRETIVE

OVERVIEW: *Understands words, phrases, and formulaic language that have been practiced and memorized to get meaning of the main idea from simple, highly predictable oral or written texts, with strong visual support.*

FUNCTIONS: Comprehends meaning through recognition of key words and formulaic phrases that are highly contextualized. May show emerging evidence of the ability to make inferences based on background and prior knowledge.

CONTEXTS/CONTENT: Comprehends texts with highly predictable, familiar contexts (those related to personal background, prior knowledge, or experiences).

TEXT TYPE: Derives meaning when authentic texts (listening, reading, or viewing) are supported by visuals or when the topic is very familiar. Comprehends texts ranging in length from lists, to phrases, to simple sentences, often with graphically organized information.

LANGUAGE CONTROL: Primarily relies on vocabulary to derive meaning from texts. May derive meaning by recognizing structural patterns that have been used in familiar and some new contexts.

VOCABULARY: Comprehends some, but not all of the time, highly predictable vocabulary, a limited number of words related to familiar topics, and formulaic expressions.

COMMUNICATION STRATEGIES: May use some or all of the following strategies to comprehend texts. Able to:

- Skim and scan
- Rely on visual support and background knowledge
- Predict meaning based on context, prior knowledge, and/or experience

For alphabetic languages:

- Rely on recognition of cognates
- May recognize word family roots, prefixes and suffixes

CULTURAL AWARENESS: Uses own culture to derive meaning from texts that are heard, read, viewed.

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Novice Range

ACTFL Performance Descriptors for Language Learners 2012

INTERPERSONAL

OVERVIEW: *Expresses self in conversations on very familiar topics using a variety of words, phrases, simple sentences, and questions that have been highly practiced and memorized.*

FUNCTIONS: Asks highly predictable and formulaic questions and responds to such questions by listing, naming, and identifying. May show emerging evidence of the ability to engage in simple conversation.

CONTEXTS/CONTENT: Able to function in some personally relevant contexts on topics that relate to basic biographical information.

TEXT TYPE: Understands and produces highly practiced words and phrases and occasional sentences. Able to ask formulaic or memorized questions.

LANGUAGE CONTROL: Can usually comprehend highly practiced and basic messages when supported by visual or contextual clues, redundancy or restatement, and when the message contains familiar structures. Can control memorized language sufficiently to be appropriate to the context and understood by those accustomed to dealing with language learners, however, at times with difficulty.

VOCABULARY: Able to understand and produce a number of high-frequency words, highly practiced expressions, and formulaic questions.

COMMUNICATION STRATEGIES: May use some or all of the following strategies to maintain communication. Able to:

- Imitate modeled words
- Use facial expressions and gestures
- Repeat words
- Resort to first language
- Ask for repetition
- Indicate lack of understanding

CULTURAL AWARENESS: May use culturally appropriate gestures and formulaic expressions in highly practiced applications. May show awareness of the most obvious cultural differences or prohibitions, but may often miss cues indicating miscommunication.

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Novice Range

ACTFL Performance Descriptors for Language Learners 2012

PRESENTATIONAL

OVERVIEW: *Communicates information on very familiar topics using a variety of words, phrases, and sentences that have been practiced and memorized.*

FUNCTIONS: Presents simple, basic information on very familiar topics by producing words, lists, notes, and formulaic language using highly practiced language. May show emerging evidence of the ability to express own thoughts and preferences.

CONTEXTS/CONTENT: Creates messages in some personally relevant contexts on topics that relate to basic biological information. May show emerging evidence of the ability to create messages in highly practiced contexts related to oneself and immediate environment.

TEXT TYPE: Produces words and phrases and highly practiced sentences or formulaic questions.

LANGUAGE CONTROL: Produces memorized language that is appropriate to the context; limited language control may require a sympathetic audience to be understood.

VOCABULARY: Produces a number of high-frequency words and formulaic expressions; able to use a limited variety of vocabulary on familiar topics.

COMMUNICATION STRATEGIES: May use some of all of the following strategies to communicate.

Able to:

- Rely on a practiced format
- Use facial expressions and gestures
- Repeat words
- Resort to first language
- Use graphic organizers to present information
- Rely on multiple drafts and practice sessions with feedback
- Support presentational speaking with visuals and notes
- Support presentational writing with visuals or prompts

CULTURAL AWARENESS: May use some memorized culturally appropriate gestures, formulaic expressions, and basic writing conventions.

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