

# Novice Mid

## Can-Do Statements for ASL Language Learners

### Novice Mid

### Benchmarks

Interpretive-Receptive Communication	Interpersonal Communication	Presentational-Expressive Communication
I can recognize some familiar signs and phrases.	I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.	I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.

# Interpretive (Receptive) Communication

*I can recognize some familiar signs and phrases.*

<b>1) I can understand a few courtesy phrases.</b>	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"> <li>• <i>I can ...(customized)</i></li> <li>• <i>I can understand greetings and leave-taking.</i></li> <li>• <i>I can understand when people express thanks.</i></li> <li>• <i>I can understand when people introduce themselves.</i></li> <li>• <i>I can understand someone's sign name.</i></li> <li>• <i>I can understand my teacher's sign name.</i></li> </ul>			
<b>2) I can recognize and sometimes understand basic information in signs and phrases that I have memorized.</b>	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"> <li>• <i>I can ...(customized)</i></li> <li>• <i>I can identify days of the week and the time.</i></li> <li>• <i>I can recognize some common weather expressions.</i></li> <li>• <i>I can recognize some terms related to games.</i></li> <li>• <i>I can recognize some signs for familiar locations (library, lunchroom, etc.)</i></li> </ul>			
<b>3) I can recognize and sometimes understand signs and phrases that I have learned for specific purposes.</b>	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"> <li>• <i>I can ...(customized)</i></li> <li>• <i>I can recognize terms for how I am feeling today.</i></li> <li>• <i>I can sometimes understand variations of some signs and phrases.</i></li> </ul>			

# Interpersonal Communication

*I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.*

<b>4) I can greet and leave people in a polite way.</b>	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"> <li>• <i>I can ...(customized)</i></li> <li>• <i>I can sign hello and goodbye to someone my age or younger.</i></li> <li>• <i>I can sign hello and goodbye to my teacher, professor, or supervisor.</i></li> <li>• <i>I can sign hello and goodbye to an adult that I don't know.</i></li> <li>• <i>I can sign whether I am hearing or Deaf.</i></li> <li>• <i>I can sign where I am learning ASL.</i></li> </ul>			
<b>5) I can introduce myself and others using fingerspelling of proper nouns.</b>	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"> <li>• <i>I can ...(customized)</i></li> <li>• <i>I can introduce myself and provide basic personal information.</i></li> <li>• <i>I can introduce someone else.</i></li> <li>• <i>I can respond to an introduction.</i></li> </ul>			
<b>6) I can answer a variety of simple questions.</b>	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"> <li>• <i>I can ...(customized)</i></li> <li>• <i>I can answer questions about what I like and dislike.</i></li> <li>• <i>I can answer questions about what I am doing and what I did.</i></li> <li>• <i>I can answer questions about where I'm going or where I went.</i></li> <li>• <i>I can answer questions about something I have learned.</i></li> </ul>			

<b>7) I can make some simple statements in a conversation.</b>	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"> <li>• <i>I can ...(customized)</i></li> <li>• <i>I can sign what I am doing.</i></li> <li>• <i>I can sign where I went.</i></li> <li>• <i>I can sign that I am going to see someone.</i></li> <li>• <i>I can sign a positive reaction, such as "Great!"</i></li> <li>• <i>I can use appropriate signals in ASL to participate in a conversation.</i></li> </ul>			
<b>8) I can ask some simple questions.</b>	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"> <li>• <i>I can ...(customized)</i></li> <li>• <i>I can ask who, what, when, where, why questions.</i></li> <li>• <i>I can ask questions about something that I am learning.</i></li> </ul>			
<b>9) I can communicate basic information about myself and people I know.</b>	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"> <li>• <i>I can ...(customized)</i></li> <li>• <i>I can sign my name and ask someone's name.</i></li> <li>• <i>I can sign something about the members of my family and ask about someone's family.</i></li> <li>• <i>I can sign something about friends and classmates or co-workers.</i></li> </ul>			
<b>10) I can communicate basic information about my everyday life</b>	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"> <li>• <i>I can ...(customized)</i></li> <li>• <i>I can give times, dates and weather information.</i></li> <li>• <i>I can indicate what I eat, learn and do.</i></li> <li>• <i>I can sign about places I know.</i></li> <li>• <i>I can ask and understand how much something costs.</i></li> <li>• <i>I can sign the time and location of a community event.</i></li> </ul>			

# Presentational (Expressive) Communication

*I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.*

<b>11) I can present information about myself and others using words and phrases.</b>	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"> <li>• <i>I can ...(customized)</i></li> <li>• <i>I can sign what I look like.</i></li> <li>• <i>I can sign what I am like.</i></li> <li>• <i>I can sign what I like to do.</i></li> <li>• <i>I can sign what someone looks like and likes to do.</i></li> <li>• <i>I can use basic classifiers to describe appearance.</i></li> </ul>			
<b>12) I can express my likes and dislikes using words, phrases, and memorized expressions.</b>	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"> <li>• <i>I can ...(customized)</i></li> <li>• <i>I can say which sports I like and don't like.</i></li> <li>• <i>I can list my favorite free-time activities and those I don't like.</i></li> <li>• <i>I can state my favorite foods and drinks and those I don't like.</i></li> </ul>			
<b>13) I can present information about familiar items in my immediate environment.</b>	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"> <li>• <i>I can ...(customized)</i></li> <li>• <i>I can describe my house.</i></li> <li>• <i>I can sign about my school or where I work.</i></li> <li>• <i>I can sign about my room or office and what is in it.</i></li> <li>• <i>I can present basic information about my community, town/city, state, or country.</i></li> </ul>			

<b>14) I can sign about my daily activities using words, phrases, and memorized expressions.</b>	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"> <li>• <i>I can ...(customized)</i></li> <li>• <i>I can list my classes and indicate what time they start and end.</i></li> <li>• <i>I can name activities and their times in my daily schedule.</i></li> <li>• <i>I can sign what I do on the weekends.</i></li> </ul>			
<b>15) I can present simple information about something I learned using words, phrases, and memorized expressions.</b>	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"> <li>• <i>I can ...(customized)</i></li> <li>• <i>I can sign about holiday celebrations based on pictures or photos.</i></li> <li>• <i>I can sign name the main cities on a map of Ohio.</i></li> <li>• <i>I can sign about animals, colors, foods, historical figures, or sports based on pictures or photos.</i></li> </ul>			

## Novice Mid

### ACTFL Proficiency Guidelines 2012

#### VIEWING

At the Novice Mid sublevel, viewers can recognize and begin to understand a number of high-frequency, highly contextualized words and phrases including cognates and borrowed words. Typically, they understand little more than one phrase at a time, and repetition may be required.

#### SIGNING

Signers at the Novice Mid sublevel communicate minimally by using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned. When responding to direct questions, they may sign only two or three words at a time or give an occasional stock answer. They pause frequently as they search for simple vocabulary or attempt to recycle their own and their interlocutor's words. Novice Mid signers may be understood with difficulty even by sympathetic interlocutors accustomed to dealing with learners. When called on to handle topics and perform functions associated with the Intermediate level, they frequently resort to repetition, words from their native language, or silence.

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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:** 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 the 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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