

Advanced Low

Can-Do Statements for ASL Language Learners

Advanced Low

Benchmarks

Interpretive-Receptive Communication	Interpersonal Communication	Presentational-Expressive Communication
<p>I can understand the main idea and some supporting details in organized communication in ASL on a variety of topics of personal and general interest.</p> <p>I can follow stories and descriptions of some length and in various time frames.</p> <p>I can understand information presented in a variety of genres on familiar topics, even when something unexpected is expressed.</p>	<p>I can participate in conversations about familiar topics that go beyond my everyday life.</p> <p>I can communicate in an organized way and with some detail about events and experiences in various time frames.</p> <p>I can describe people, places, and things in an organized way and with some detail.</p> <p>I can handle a familiar situation with an unexpected complication.</p>	<p>I can deliver organized presentations appropriate to my audience on a variety of topics.</p> <p>I can present information about events and experiences in various time frames.</p>

Interpretive (Receptive) Communication

I can understand the main idea and some supporting details in organized communication on a variety of topics of personal and general interest. I can follow stories and descriptions of some length and in various time frames. I can understand information presented in a variety of genres on familiar topics, even when something unexpected is expressed.

1) I can understand descriptions and stories of events that have happened or will happen.	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 understand short presentations about famous people in history.</i> • <i>I can understand a video mail in ASL outlining the details of a plan for an upcoming outing.</i> • <i>I can follow a video conferencing session in which the speakers recount their experience on a recent trip.</i> 			
2) I can understand the main idea of popular genres.	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 follow signed televised promotions for upcoming programs.</i> • <i>I can follow a signed YouTube comparison of two popular vacation locations.</i> • <i>I can follow simple stories, recorded video books, summaries, or short excerpts from speeches.</i> • <i>I can understand some simple information from a signed movie trailer.</i> 			

Interpersonal Communication

I can participate in conversations about familiar topics that go beyond my everyday life. I can communicate in an organized way and with some detail about events and experiences in various time frames. I can describe people, places, and things in an organized way and with some detail. I can handle a familiar situation with an unexpected complication.

<p>3) I can participate in conversations on a wide variety of topics that go beyond my everyday life.</p>	<p>This is my goal.</p>	<p>I can do this with help.</p>	<p>I can do this easily.</p>
<p><i>Sample Learning Targets:</i></p> <ul style="list-style-type: none"> • <i>I can ... (customized)</i> • <i>I can explain absentee and sick leave policies and answer questions about them.</i> • <i>I can discuss current issues such as leash laws, school dress codes, drinking age, or speed limits.</i> • <i>I can discuss what is currently going on in another community or country.</i> 			
<p>4) I can compare and contrast life in different locations and in different times.</p>	<p>This is my goal.</p>	<p>I can do this with help.</p>	<p>I can do this easily.</p>
<p><i>Sample Learning Targets:</i></p> <ul style="list-style-type: none"> • <i>I can ... (customized)</i> • <i>I can explain how life has changed since I was a child and respond to questions on the topic.</i> • <i>I can compare different jobs and study programs in a conversation with a peer.</i> • <i>I can explain how technology has changed our lives while discussing this topic with another.</i> 			
<p>5) I can resolve an unexpected complication that arises in a familiar situation.</p>	<p>This is my goal.</p>	<p>I can do this with help.</p>	<p>I can do this easily.</p>
<p><i>Sample Learning Targets:</i></p> <ul style="list-style-type: none"> • <i>I can ... (customized)</i> • <i>I can rearrange my itinerary, flights, pick-up times, and appointments when I have travel delays.</i> • <i>I can explain to a friend how I'm going to replace an item that I borrowed and broke/lost.</i> • <i>I can explain why I was late to class or absent from work and arrange to make up the lost time.</i> 			
<p>6) I can conduct or participate in interviews.</p>	<p>This is my goal.</p>	<p>I can do this with help.</p>	<p>I can do this easily.</p>
<p><i>Sample Learning Targets:</i></p> <ul style="list-style-type: none"> • <i>I can interview for a job or service opportunity related to my field of expertise.</i> • <i>I can interview someone about his/her professional interests and activities</i> 			

Presentational (Expressive) Communication

*I can deliver organized presentations appropriate to my audience on a variety of topics.
I can present information about events and experiences in various time frames.*

7) I can deliver short presentations on a number of academic and workplace topics.	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 present an explanation for a work or school process, project, or policy.</i> • <i>I can provide a rationale for the importance of certain classes, subjects, or training programs.</i> • <i>I can present a summary of an action plan or annual report for a club or work group.</i> 			
8) I can deliver short presentations on social and cultural topics.	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 present an explanation for a social or community project or policy.</i> • <i>I can give a presentation about the importance of certain social and cultural practices.</i> • <i>I can give a presentation on traditions related to social events such as homecoming, graduation, marriages, funerals, etc.</i> • <i>I can present a summary of an action plan or annual report for a community or social organization.</i> 			
9) I can explain issues of public and community interest, including different viewpoints.	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 present reasons for or against a particular political or social issue.</i> • <i>I can make a presentation related to public health or safety.</i> • <i>I can present a position during a formal debate.</i> • <i>I can give a presentation promoting an event, a service, or a product.</i> 			

10) I can deliver presentations for a specific audience.	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 deliver a presentation to my classmates or colleagues.</i> • <i>I can make presentations about special opportunities such as internships and study abroad.</i> • <i>I can provide an explanation about a process or procedure such as obtaining a driver's license, submitting an application for college admission, applying for a scholarship financial aid, etc.</i> • <i>I can present an overview about my school, community, or workplace.</i> 			

Advanced Low

ACTFL Proficiency Guidelines 2012

VIEWING

At the Advanced Low sublevel, viewers are able to understand short conventional narrative and descriptive texts with a clear underlying structure, though their comprehension may be uneven. The viewer understands the main facts and some supporting details. Comprehension may often derive primarily from situational and subject-matter knowledge.

SIGNING

Signers at the Advanced Low sublevel are able to handle a variety of communicative tasks. They are able to participate in most informal and some formal conversations on topics related to school, home and leisure activities. They can also speak about some topics related to employment, current events, and matters of public and community interest.

Advanced Low signers demonstrate the ability to narrate and describe in the major time frames of past, present, and future in paragraph-length discourse with some control of aspect. In these narrations and descriptions, Advanced Low signers combine and link sentences into connected discourse of paragraph length, although these narrations and descriptions tend to be handled separately rather than interwoven. They can handle appropriately the essential linguistic challenges presented by a complication or an unexpected turn of events.

Responses produced by Advanced Low signers are typically not longer than a single paragraph. The signer's dominant language may be evident in the use of false cognates, literal translations, or the oral paragraph structure of that language. At times their discourse may be minimal for the level, marked by an irregular flow, and contain noticeable self-correction. More generally, the performance of Advanced Low signers tends to be uneven.

Advanced Low speech is typically marked by a certain grammatical roughness (e.g., inconsistent control of classifiers), but the overall performance of the Advanced-level tasks is sustained, albeit minimally. The vocabulary of Advanced Low signers often lacks specificity. Nevertheless, Advanced Low signers are able to use communicative strategies such as rephrasing and circumlocution.

Advanced Low signers contribute to the conversation with sufficient accuracy, clarity, and precision to convey their intended message without misrepresentation or confusion. Their speech can be understood by native signers unaccustomed to dealing with non-natives, even though this may require some repetition or restatement. When attempting to perform functions or handle topics associated with the Superior level, the linguistic quality and quantity of their speech will deteriorate significantly.

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Advanced Range

ACTFL Performance Descriptors for Language Learners 2012

INTERPRETIVE

OVERVIEW: *Understands main ideas and supporting details on familiar and some new, concrete topics from a variety of more complex texts that have a clear, organized structure.*

FUNCTIONS: Comprehends the main idea and supporting details of narrative, descriptive, and straightforward persuasive texts. Makes inferences and derives meaning from context and linguistic features.

CONTEXTS/CONTENT: Comprehends texts pertaining to real-world topics of general interest relevant to personal, social, work-related, community, national, and international contexts.

TEXT TYPE: Comprehends paragraph discourse such as that found in stories, straightforward literary works, personal and work-related correspondence, written reports or instructions, oral presentations (news), anecdotes, descriptive texts, and other texts dealing with topics of a concrete nature.

LANGUAGE CONTROL: Sufficient control of language (vocabulary, structures, conventions of spoken and written language, etc.) to understand fully and with ease more complex and descriptive texts with connected language and cohesive devices.

Derives meaning by:

- Understanding sequencing, time frames, and chronology
- Classifying words or concepts according to word order or grammatical use

VOCABULARY: Comprehends generic and some specific vocabulary and structures, specialized and precise vocabulary on topics related to one's experience, and an expanding number of idiomatic expressions.

COMMUNICATION STRATEGIES: Comprehends fully the intent of the message, adapting strategies for one's own purposes. Able to:

- Skim and scan
- Use visual support and background knowledge
- Predict meaning based on context, prior knowledge, and/or experience
- Use context clues
- Use linguistic knowledge
- Identify the organizing principle of the text
- Create inferences
- Differentiate main ideas from supporting details in order to verify

CULTURAL AWARENESS: Uses knowledge of cultural differences between own culture and target culture(s), as well as increasing knowledge of the target culture(s), to interpret texts that are heard, read, or viewed.

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ADVANCED RANGE

ACTFL Performance Descriptors for Language Learners 2012

INTERPERSONAL

OVERVIEW: *Expresses self fully to maintain conversations on familiar topics and new concrete social, academic, and work-related topics. Can communicate in paragraph-length conversation about events with detail and organization. Confidently handles situations with an unexpected complication. Shares point of view in discussions.*

FUNCTIONS: Can communicate with ease and confidence by understanding and producing narrations and descriptions in all major time frames and deal efficiently with a situation with an unexpected turn of events. May show emerging evidence of the ability to participate in discussions about issues beyond the concrete.

CONTEXTS/CONTENT: Functions fully and effectively in contexts both personal and general. Content areas include topics of personal and general interest (community, national, and international events) as well as work-related topics and areas of special competence. May show emerging evidence of the ability to communicate in more abstract content areas.

TEXT TYPE: Able to understand and produce discourse in full oral paragraphs that are organized, cohesive, and detailed. Able to ask questions to probe beyond basic details.

LANGUAGE CONTROL: Language control is sufficient to interact efficiently and effectively with those unaccustomed to dealing with language learners. Consistent control of basic high-frequency structures facilitates comprehension and production.

VOCABULARY: Comprehends and produces a broad range of vocabulary related to school, employment, topics of personal interest, and generic vocabulary related to current events and matters of public and community interest.

COMMUNICATION STRATEGIES: Uses a range of strategies to maintain communication. Able to:

- Request clarification
- Repeat
- Restate
- Rephrase
- Circumlocute

CULTURAL AWARENESS: Understands and uses cultural knowledge to conform linguistically and behaviorally in many social and work-related interactions. Shows conscious awareness of significant cultural differences and attempts to adjust accordingly.

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ADVANCED RANGE

ACTFL Performance Descriptors for Language Learners 2012

PRESENTATIONAL

OVERVIEW: *Communicates information and expresses self with detail and organization on familiar and some new concrete topics using paragraphs.*

FUNCTIONS: Produces narrations and descriptions in all major time frames on familiar and some unfamiliar topics. May show emerging evidence of the ability to provide a well-supported argument, including detailed evidence in support of a point of view.

CONTEXTS/CONTENT: Creates messages fully and effectively, in contexts both personal and general. Content areas include topics of personal and general interest (community, national, and international events) as well as work-related topics and areas of special competence. May show emerging evidence of the ability to create messages in more abstract content areas.

TEXT TYPE: Produces full paragraphs that are organized and detailed.

LANGUAGE CONTROL: Control of high-frequency structures is sufficient to be understood by audiences not accustomed to the language of language learners. With practice, polish, or editing, shows evidence of Advanced-level control of grammar and syntax.

VOCABULARY: Produces a broad range of vocabulary related to topics of personal, public, and community interest, and some specific vocabulary related to areas of study or expertise.

COMMUNICATION STRATEGIES: May use some or all of the following strategies to communicate and maintain audience interest. Able to:

- Demonstrate conscious efforts at self-editing and correction
- Elaborate and clarify
- Provide examples, synonyms, or antonyms
- Use cohesion, chronology and details to explain or narrate fully
- Circumlocute

CULTURAL AWARENESS: Uses cultural knowledge appropriate to the presentational context and increasingly reflective of authentic cultural practices and perspectives.

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