

# Intermediate Mid

## Can-Do Statements for ASL Language Learners

### Intermediate Mid

### Benchmarks

Interpretive-Receptive Communication	Interpersonal Communication	Presentational-Expressive
<p>I can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies.</p> <p>I can understand the main idea in conversations.</p>	<p>I can participate in conversations on familiar topics using sentences and series of sentences.</p> <p>I can handle short social interactions in everyday situations by asking and answering a variety of questions.</p> <p>I can sometimes indicate when an action takes place.</p> <p>I can usually sign what I want to express about myself and my everyday life.</p>	<p>I can make presentations on a wide variety of familiar topics using connected sentences.</p>

## Interpretive (Receptive)

*I can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. I can understand the main idea in conversations.*

<b>1) I can understand basic information in ads, announcements, and other signed digital media without captions.</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 when, where, and which information is featured in Deaf events.</i></li> <li>• <i>I can understand the main message of a signed video greeting.</i></li> <li>• <i>I can understand the main points of a signed narrative (stories, news, YouTube, vlogs, etc.)</i></li> <li>• <i>I can identify the type of ASL film from a movie preview</i></li> </ul>			
<b>2) I can understand the main idea of what I view for personal enjoyment.</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 basic questions or statements signed during a video conference.</i></li> <li>• <i>I can understand what a signed You Tube clip is about.</i></li> <li>• <i>I can understand peers' signed descriptions about themselves or their avatars.</i></li> </ul>			
<b>3) I can understand signed messages related to 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 understand a signed video message about the time and place of a meeting.</i></li> <li>• <i>I can understand a signed news update without captions.</i></li> <li>• <i>I can understand that an event is being postponed or cancelled.</i></li> </ul>			

# Interpersonal Communication

*I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can sometimes indicate when an action takes place. I can usually say what I want to say about myself and my everyday life.*

<p><b>4) I can start, maintain, and end a conversation on a variety of familiar topics.</b></p>	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 be the first to start a conversation.</i></li> <li>• <i>I can ask for information, details, and explanations during a conversation.</i></li> <li>• <i>I can bring a conversation to a close.</i></li> <li>• <i>I can interview someone for a project or a publication.</i></li> </ul>			
<p><b>5) I can sign about my daily activities and personal preferences.</b></p>	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 my daily routine.</i></li> <li>• <i>I can sign about my interests and hobbies.</i></li> <li>• <i>I can give reasons for my preferences.</i></li> <li>• <i>I can give some information about activities I did.</i></li> <li>• <i>I can give some information about something I plan to do.</i></li> <li>• <i>I can sign about my favorite music, movies, and sports.</i></li> </ul>			
<p><b>6) I can use my language to handle tasks related to my personal needs.</b></p>	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 request services, such as repair for a phone, computer, or car.</i></li> <li>• <i>I can explain my need for an appointment.</i></li> <li>• <i>I can inquire about membership in a club or organization.</i></li> </ul>			

<b>7) I can exchange information about subjects of special interest to me.</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 artists from other countries.</i></li> <li>• <i>I can sign about historical events.</i></li> <li>• <i>I can sign about a mathematics, technology, or science project.</i></li> </ul>			

## Presentational (Expressive)

*I can make presentations on a wide variety of familiar topics using connected sentences.*

<p><b>8) I can make a presentation about my personal and social experiences.</b></p>	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 a childhood or past experience.</i></li> <li>• <i>I can report on a social event that I attended.</i></li> <li>• <i>I can present on something new I learned.</i></li> <li>• <i>I can make a presentation about my plans for the future.</i></li> </ul>			
<p><b>9) I can make a presentation on something I have learned or researched.</b></p>	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 a short presentation on a current event.</i></li> <li>• <i>I can present about a topic from an academic subject, such as science, math, art, etc.</i></li> <li>• <i>I can describe how to plan and carry out an event, such as a party or family reunion.</i></li> <li>• <i>I can give a short presentation on a famous person, landmark, or cultural event.</i></li> </ul>			
<p><b>10) I can make a presentation about common interests and issues and state my viewpoint.</b></p>	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 present about a favorite movie and tell why I like it.</i></li> <li>• <i>I can give a presentation about a famous person or historical figure and explain why he/she is important.</i></li> <li>• <i>I can share my reactions about a current event and explain why the event is in the news.</i></li> </ul>			

## Intermediate Mid

### ACTFL Proficiency Guidelines 2012

#### VIEWING

At the Intermediate Mid sublevel, viewers are able to understand simple, sentence-length speech, one utterance at a time, in a variety of basic personal and social contexts. Comprehension is most often accurate with highly familiar and predictable topics although a few misunderstandings may occur. Intermediate Mid viewers may get some meaning from signed texts typically understood by Advanced-level listeners.

#### SIGNING

Signers at the Intermediate Mid sublevel are able to handle successfully a variety of uncomplicated communicative tasks in straightforward social situations. Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture. These include personal information related to self, family, name, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel, and lodging.

Intermediate Mid signers tend to function reactively, for example, by responding to direct questions or requests for information. However, they are capable of asking a variety of questions when necessary to obtain simple information to satisfy basic needs, such as directions, prices, and services. When called on to perform functions or handle topics at the Advanced level, they provide some information but have difficulty linking ideas, manipulating time and aspect, and using communicative strategies, such as circumlocution.

Intermediate Mid signers are able to express personal meaning by creating with the language, in part by combining and recombining known elements and conversational input to produce responses typically consisting of sentences and strings of sentences. Their speech may contain pauses, reformulations, and self-corrections as they search for adequate vocabulary and appropriate language forms to express themselves. In spite of the limitations in their vocabulary and/or pronunciation and/or grammar and/or syntax, Intermediate Mid speakers are generally understood by sympathetic interlocutors accustomed to dealing with ASL learners.

Overall, Intermediate Mid signers are at ease when performing Intermediate-level tasks and do so with significant quantity and quality of Intermediate-level language.

[Back to Top](#)

## Intermediate Range

### ACTFL Performance Descriptors for Language Learners 2012

#### INTERPRETIVE

**OVERVIEW:** *Understands main ideas and some supporting details on familiar topics from a variety of texts.*

**FUNCTIONS:** Comprehends main ideas and identifies some supporting details. May show emerging evidence of the ability to make inferences by identifying key details from the text.

**CONTEXTS/CONTENT:** Comprehends information related to basic personal and social needs and relevant to one's immediate environment such as self and everyday life, school, community, and particular interest.

**TEXT TYPE:** Comprehends simple stories, routine correspondence, short descriptive texts or other selections within familiar contexts. Generally comprehends connected sentences and much paragraph-like discourse. Comprehends information-rich texts with highly predictable order.

**LANGUAGE CONTROL:** Sufficient control of language (vocabulary, structures, conventions of spoken and written language, etc.) to understand fully and with ease short, non-complex texts on familiar topics; limited control of language to understand some more complex texts.

**VOCABULARY:** Comprehends high frequency vocabulary related to everyday topics and high frequency idiomatic expressions.

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

Able to:

- Skim and scan
- Use visual support and background knowledge
- Predict meaning based on context, prior knowledge, and/or experience
- Use context clues
- Recognize word family roots, prefixes and suffixes

For non-alphabetic languages:

- Recognize radicals

**CULTURAL AWARENESS:** Generally relies heavily on knowledge of own culture with increasing knowledge of the target culture(s) to interpret texts that are heard, read, or viewed.

[Back to Top](#)

## Intermediate Range

### ACTFL Performance Descriptors for Language Learners 2012

#### INTERPERSONAL

**OVERVIEW:** *Expresses self and participates in conversations on familiar topics using sentences and series of sentences. Handles short social interactions in everyday situations by asking and answering a variety of questions. Can communicate about self, others and everyday life.*

**FUNCTIONS:** Can communicate by understanding and creating personal meaning. Can understand, ask and answer a variety of questions. Consistently able to initiate, maintain, and end a conversation to satisfy basic needs and/or to handle a simple transaction. May show emerging evidence of the ability to communicate about more than the “here and now.”

**CONTEXTS/CONTENT:** to communicate in contexts relevant to oneself and others, and one’s immediate environment. May show emerging evidence of the ability to communicate in contexts of occasionally unfamiliar topics.

**TEXT TYPE:** Able to understand and produce discrete sentences, strings of sentences and some connected sentences. Able to ask questions to initiate and sustain conversations.

**LANGUAGE CONTROL:** Understands straightforward language that contains mostly familiar structures. Control of language is sufficient to be understood by those accustomed to dealing with language learners.

**VOCABULARY:** Communicates using high-frequency and personalized vocabulary within familiar themes or topics.

**COMMUNICATION STRATEGIES:** Uses some of the following strategies to maintain communication, but not all of the time and inconsistently. Able to:

- Ask questions
- Ask for clarification
- Self-correct or restate when not understood
- Circumlocute

**CULTURAL AWARENESS:** Recognizes and uses some culturally appropriate vocabulary, expressions, and gestures when participating in everyday interactions. Recognizes that differences exist in cultural behaviors and perspectives and can conform in familiar situations.

[Back to Top](#)

## Intermediate Range

### ACTFL Performance Descriptors for Language Learners 2012

#### PRESENTATIONAL

**OVERVIEW:** *Communicates information and expresses own thoughts about familiar topics using sentences and series of sentences.*

**FUNCTIONS:** Expresses own thoughts and presents information and personal preferences on familiar topics by creating with language primarily in present time. May show emerging evidence of the ability to tell or retell a story and provide additional description.

**CONTEXTS/CONTENT:** Creates messages in contexts relevant to oneself and others, and one's immediate environment. May show emerging evidence of the ability to tell or retell a story and provide additional description.

**TEXT TYPE:** Produces sentences, series of sentences, and some connected sentences.

**LANGUAGE CONTROL:** Control of language is sufficient to be understood by audiences accustomed to the language produced by language learners. With practice, polish, or editing, may show emerging evidence of Advanced-level language control.

**VOCABULARY:** Produces vocabulary on a variety of everyday topics, topics of personal interest, and topics that have been studied.

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

- Show an increasing awareness of errors and able to self-correct or edit
- Use phrases, imagery, or content
- Simplify
- Use known language to compensate for missing vocabulary
- Use graphic organizer
- Use reference resources as appropriate

**CULTURAL AWARENESS:** Uses some culturally appropriate vocabulary, expressions, and gestures. Reflects some knowledge of cultural differences related to written and spoken communication.

[Back to Top](#)