Intermediate High Standards Alignment Tool for Communication

Ohio’s Learning Standards: K–12 World Languages

Communication: Communicate in languages other than English, both in person and via technology.

A. Interpretive Communication (Reading, Listening/Viewing)
   - Learners comprehend the main idea and relevant details in a variety of age-appropriate live, written and recorded messages; personal anecdotes; and narratives in the language.
   - They understand and interpret authentic texts ranging from articles in contemporary magazines, newspapers and Internet sources to children’s stories and classical literary texts.
   - Learners derive meaning through the use of listening, viewing and reading strategies.
   - Learners reinforce and expand their knowledge across disciplines as they acquire information and distinctive viewpoints directly through authentic print, non-print and digital language and culture sources.

B. Interpersonal Communication (Speaking/Signing, Listening/Viewing, Reading and Writing)
   - Learners initiate and sustain meaningful spoken, written and signed communication by providing and obtaining information, expressing feelings and emotions, and exchanging opinions in culturally appropriate ways.
   - Learners actively negotiate meaning across languages and cultures to ensure that their messages are understood and that they can understand others.

C. Presentational Communication (Speaking/Signing and Writing)
   - Learners present information, concepts, ideas and viewpoints on a variety of topics to audiences of listeners, readers or viewers for varied purposes.
   - Learners demonstrate linguistic and cultural competence through academic endeavors, creative undertakings and artistic expressions.
   - Learners use their understanding of culture to convey messages in a manner that facilitates interpretation by others where no direct opportunity for the active negotiation of meaning exists.
**INTERMEDIATE RANGE — ACTFL PERFORMANCE DESCRIPTORS, 2012**

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.

<table>
<thead>
<tr>
<th>FUNCTIONS:</th>
<th>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.”</th>
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</thead>
<tbody>
<tr>
<td>CONTEXTS/CONTENT:</td>
<td>Able 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.</td>
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<tr>
<td>TEXT TYPE:</td>
<td>Able to understand and produce discrete sentences, strings of sentences and some connected sentences. Able to ask questions to initiate and sustain conversations.</td>
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<td>LANGUAGE CONTROL:</td>
<td>Understands straightforward language that contains mostly familiar structures. Control of language is sufficient to be understood by those accustomed to dealing with language learners.</td>
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<tr>
<td>VOCABULARY:</td>
<td>Communicates using high-frequency and personalized vocabulary within familiar themes or topics.</td>
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<td>COMMUNICATION STRATEGIES:</td>
<td>Uses some of the following strategies to maintain communication, but not all of the time and inconsistently, able to:</td>
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<tr>
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<td>- Ask questions</td>
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<td>- Ask for clarification</td>
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<td>- Self-correct or restate when not understood</td>
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<td>- Circumlocute</td>
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<td>CULTURAL AWARENESS:</td>
<td>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.</td>
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</tbody>
</table>
**INTERPRETIVE LISTENING**

<table>
<thead>
<tr>
<th>INTERPRETIVE LISTENING</th>
<th>NCSSFL-ACTFL Can-Do Statements 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ohio’s Learning Standards: World Languages</td>
<td>K–12 6–12 9–12</td>
</tr>
<tr>
<td>Interpretive Competency #1 — Derive meaning from messages and texts using listening, reading and viewing strategies.</td>
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<tr>
<td>Interpretive Competency #2 — Identify how authentic sources convey viewpoints and use authentic sources critically.</td>
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<tr>
<td>Interpretive Competency #3 — Comprehend and interpret information in authentic messages and informational texts.</td>
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<tr>
<td>Interpretive Competency #4 — Comprehend and interpret information about the main idea and relevant details in authentic literary texts.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>ACTFL PROFICIENCY GUIDELINES 2012</th>
<th>INTERPRETIVE LISTENING NCSSFL-ACTFL Benchmark</th>
<th>INTERPRETIVE LISTENING Progress Indicators</th>
<th>INTERPRETIVE LISTENING Sample Learning Targets Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>LISTENING/VIEWING</td>
<td>I can easily understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. I can usually understand a few details of what I overhear in conversations, even when something unexpected is expressed. I can sometimes follow what I hear about events and experiences in various time frames.</td>
<td>I can easily understand straightforward information or interactions.</td>
<td>• I can understand the descriptions of avatars in a new video game. • I can understand an interview between a student reporter and foreign visitors about activities they have done and are planning to do while in town. • I can understand a tour guide’s description of a city’s history and attractions. • I can understand the main idea and some details of presentations. • I can …</td>
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</tbody>
</table>

At the Intermediate High sublevel, listeners are able to understand, with ease and confidence, simple sentence-length speech in basic personal and social contexts. They can derive substantial meaning from some connected texts typically understood by Advanced-level listeners although there often will be gaps in understanding due to a limited knowledge of the vocabulary and structures of the spoken language.
## Intermediate High — Standards Alignment Tool for Communication

| I can understand a few details in ads, announcements, and other simple recordings. | • I can understand a few details about a nutritional recommendation in a public service health announcement.  
• I can understand the services offered in an ad about a car repair service.  
• I can understand a few details from public service announcements such as severe weather warnings or safety alerts.  
• I can watch short cartoons or video clips and identify the main idea and a few details.  
• I can listen to a sports commentator and understand the highlights of a game.  
• I can understand the basic information in a weather report, such as temperature and precipitation.  
• I can identify main ideas and a few details on familiar topics in a newscast.  
• I can identify the type of film and some details from a movie preview.  
• I can … |
| I can sometimes understand situations with complicating factors. | • I can understand a voice message from an exchange student telling why she won't make it home on time because of a mishap.  
• I can understand a phone message about a change in meeting time and place.  
• I can understand a voice message from the airlines about changes to a flight schedule.  
• I can … |
## INTERPRETIVE READING

### Ohio’s Learning Standards: World Languages

<table>
<thead>
<tr>
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<th>6–12</th>
<th>9–12</th>
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Interpretive Competency #1 — Derive meaning from messages and texts using listening, reading and viewing strategies.

Interpretive Competency #2 — Identify how authentic sources convey viewpoints and use authentic sources critically.

Interpretive Competency #3 — Comprehend and interpret information in authentic messages and informational texts.

Interpretive Competency #4 — Comprehend and interpret information about the main idea and relevant details in authentic literary texts.

### ACTFL PROFICIENCY GUIDELINES 2012

**READING**

<table>
<thead>
<tr>
<th>INTERPRETIVE READING</th>
</tr>
</thead>
<tbody>
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</tr>
</tbody>
</table>

**INTERPRETIVE READING**

**Progress Indicators**

**INTERPRETIVE READING**

**Sample Learning Targets Suggestions**

At the Intermediate High sublevel, readers are able to understand fully and with ease short, non-complex texts that convey basic information and deal with personal and social topics to which the reader brings personal interest or knowledge. These readers are also able to understand some connected texts featuring description and narration although there will be occasional gaps in understanding due to a limited knowledge of the vocabulary, structures, and

<table>
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<tr>
<th>I can easily understand the main idea of texts related to everyday life, personal interests, and studies. I can sometimes follow stories and descriptions about events and experiences in various time frames.</th>
<th>I can understand accounts of personal events or experiences.</th>
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<tr>
<td>I can understand information about an upcoming excursion, such as a class trip or company event. I can understand a friend’s postcard describing a family vacation. I can understand descriptions of a Peace Corps volunteer’s daily life. I can recognize and describe some basic cultural viewpoints. I can read an account or a story and retell it in my own words. I can …</td>
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| writing conventions of the language. | I can sometimes follow short, written instructions when supported by visuals. | • I can follow the instructions to use an ATM.  
• I can follow the instructions to purchase stamps from a machine.  
• I can follow the instructions to make an online purchase.  
• I can follow simple directions to do an experiment in a science class.  
• I can understand the basic instructions for playing a video game.  
• I can follow directions to play an online game.  
• I can read and prepare a simple recipe.  
• I can follow a treasure map.  
• I can use a travel website to make plans for a hotel, transportation, activities, and interesting sights.  
• I can read an online catalogue or website to shop for a gift.  
• I can … |
| --- | --- | --- |
| I can understand the main idea of and a few supporting facts about famous people and historic events. | • I can read a short summary of a historical figure’s accomplishments.  
• I can understand the main idea and a few supporting facts about a scientific discovery from a summarized description.  
• I can compare information from two different sources and understand why the viewpoints might be different. |
|   |   |   | • I can create a timeline based on a historical era.  
• I can … |
## INTERPERSONAL COMMUNICATION SPEAKING AND WRITING

<table>
<thead>
<tr>
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</tr>
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</tr>
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<td>Suggestions</td>
</tr>
</tbody>
</table>

Intermediate High speakers are able to converse with ease and confidence when dealing with the routine tasks and social situations of the Intermediate level. They are able to handle successfully uncomplicated tasks and social situations requiring an exchange of basic information related to their work, school, recreation, particular interests, and areas of competence. Intermediate High speakers can handle a substantial number of tasks associated with the Advanced level, but they are unable to sustain performance of all of these tasks all of the time. Intermediate High speakers can narrate and describe in all major time frames using connected discourse of paragraph length, but not all the time. Typically, when

| Interpersonal Competency #1 — Negotiate meaning using requests, clarifications and conversation strategies. |
| Interpersonal Competency #2 — Interact with others using culturally appropriate language and gestures on familiar and some unfamiliar topics. |
| Interpersonal Competency #3 — Express preferences, feelings, emotions and opinions about familiar and some unfamiliar topics. |

Interpersonal Competency #1 — Negotiate meaning using requests, clarifications and conversation strategies.

Interpersonal Competency #2 — Interact with others using culturally appropriate language and gestures on familiar and some unfamiliar topics.

Interpersonal Competency #3 — Express preferences, feelings, emotions and opinions about familiar and some unfamiliar topics.

I can participate with ease and confidence in conversations on familiar topics. I can usually talk about events and experiences in various time frames. I can usually describe people, places, and things. I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.

I can exchange information related to areas of mutual interest.

- I can ask for and provide information about specific events.
- I can ask for and provide information about a hobby or lifestyle, such as bicycling, vegetarianism, video games, or sports.
- I can ask for and provide descriptions of places I know and also places I would like to visit.
- I can talk about my family history.
- I can talk about jobs and career plans.
- I can exchange views and opinions about my favorite celebrity.
- I can exchange views and opinions about my favorite sports team and how they are doing this year.
| Intermediate High speakers attempt to perform Advanced-level tasks, their speech exhibits one or more features of breakdown, such as the failure to carry out fully the narration or description in the appropriate major time frame, an inability to maintain paragraph-length discourse, or a reduction in breadth and appropriateness of vocabulary. Intermediate High speakers can generally be understood by native speakers unaccustomed to dealing with non-natives, although interference from another language may be evident (e.g., use of code-switching, false cognates, literal translations), and a pattern of gaps in communication may occur. | I can use my language to do a task that requires multiple steps. | • I can exchange views and opinions about the importance of recycling in my community.  
• I can express the importance of education.  
• I can …  

I can use my language to handle a situation that may have a complication. | • I can give the basic rules of a game or sport.  
• I can ask for, follow, and give instructions for preparing food.  
• I can ask for and follow directions to get from one place to another.  
• I can tell someone how to access information online.  
• I can explain basic rules, policies, or laws that affect us.  
• I can …  

I can arrange for a make-up exam or reschedule an appointment.  
• I can return an item I have purchased to a store.  
• I can plan an outing with a group of friends.  
• I can give advice on a personal matter.  
• I can … |
## PRESENTATIONAL SPEAKING

**Ohio’s Learning Standards: World Languages**

### ACTFL PROFICIENCY GUIDELINES 2012

| Intermediate High speakers are able to converse with ease and confidence when dealing with the routine tasks and social situations of the Intermediate level. They are able to handle successfully uncomplicated tasks and social situations requiring an exchange of basic information related to their work, school, recreation, particular interests, and areas of competence.
| Intermediate High speakers can handle a substantial number of tasks associated with the Advanced level, but they are unable to sustain performance of all of these tasks all of the time. |

### NCSSFL-ACTFL Can-Do Statements 2013

| I can present information on academic and work topics. |

### Sample Learning Targets Suggestions

- I can present ideas about something I have learned, such as a historical event, a famous person, or a current environmental issue.
- I can explain a series of steps needed to complete a task or experiment.
- I can explain to someone who was absent what took place in class or on the job.
- I can present my qualifications and goals for an academic program, training, or job.
- I can make a presentation summarizing a personal, historical, or cultural event or summarizing a literary piece.
- I can …
Intermediate High speakers can narrate and describe in all major time frames using connected discourse of paragraph length, but not all the time. Typically, when Intermediate High speakers attempt to perform Advanced-level tasks, their speech exhibits one or more features of breakdown, such as the failure to carry out fully the narration or description in the appropriate major time frame, an inability to maintain paragraph-length discourse, or a reduction in breadth and appropriateness of vocabulary. Intermediate High speakers can generally be understood by native speakers unaccustomed to dealing with non-natives, although interference from another language may be evident (e.g., use of code-switching, false cognates, literal translations), and a pattern of gaps in communication may occur.

| I can present on events, activities, and topics of particular interest. | • I can present on something I learned from the media.  
• I can make a presentation about an interesting person.  
• I can summarize a personal, historical, or cultural event.  
• I can give a presentation about my interests, hobbies, lifestyle, or preferred activities.  
• I can make a presentation about the history or current status of a school, organization, or company.  
• I can make a presentation about future plans.  
• I can … |
|---|---|
| I can present my point of view and provide reasons to support it. | • I can present rules or policies such as cell phone use, dress code, or requirements for driving and explain my viewpoint.  
• I can share and justify my opinion on common issues such as allowances for children, curfews for teenagers, budget-related topics, etc.  
• I can explain my point of view on current event topics such as recycling, nutrition and exercise, the food supply, conserving energy resources, extreme weather events, etc.  
• I can … |
**INTERMEDIATE HIGH — STANDARDS ALIGNMENT TOOL FOR COMMUNICATION**

### PRESENTATIONAL WRITING

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<table>
<thead>
<tr>
<th>K–12</th>
<th>6–12</th>
<th>9–12</th>
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Presentational Competency #1 — Convey meaning using writing processes and presentation strategies.

Presentational Competency #2 — Present information, concepts and viewpoints on familiar and some unfamiliar topics from across disciplines.

Presentational Competency #3 — Present a range of literary, creative and artistic endeavors to audiences near or far.

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<td><strong>Progress Indicators</strong></td>
</tr>
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**Sample Learning Targets Suggestions**

**Presentational Competency #1:**

Writers at the Intermediate High sublevel are able to meet all practical writing needs of the Intermediate level. Additionally, they can write compositions and simple summaries related to work and/or school experiences. They can narrate and describe in different time frames when writing about everyday events and situations. These narrations and descriptions are often but not always of paragraph length, and they typically contain some evidence of breakdown in one or more features of the Advanced level. For example, these writers may be inconsistent in the use of appropriate major time markers, resulting in a loss of clarity. The vocabulary, grammar, and style of Intermediate High writers essentially correspond to those of the spoken language.

- I can write on topics related to school, work, and community in a generally organized way. I can write some simple paragraphs about events and experiences in various time frames.

**Presentational Competency #2:**

- I can write about school and academic topics.

**Presentational Competency #3:**

- I can write about work and career topics.

- I can write a simple summary about something I have learned.
- I can write a series of steps needed to complete a task, such as for an experiment.
- I can prepare notes for someone who was absent from class or school.
- I can write the content for a multi-media presentation, a handout, a synopsis, etc.
- I can …

- I can write about work and career topics.

- I can write a simple summary about an assignment or task that I’ve been asked to do.
- I can document the series of steps needed to complete a task or project.
- I can prepare notes for someone who is new or has been absent from a project, team, or work meeting.
- I can draft a work plan.
Intermediate High writing, even with numerous and perhaps significant errors, is generally comprehensible to natives not used to the writing of non-natives, but there are likely to be gaps in comprehension.

| I can write about community topics and events. | • I can write a simple summary about something I have researched.  
• I can write the content for a multi-media presentation, a handout, a synopsis, etc.  
• I can write the series of steps needed to complete a task, such as for a community event or a fund raiser.  
• I can summarize what has been happening in the community for someone who is new or has been away.  
• I can…  
• I can summarize a conversation or interview that I had with someone.  
• I can describe an event that I participated in or witnessed.  
• I can write a brief summary of the plot of a movie, an episode of a TV show, or a literary piece.  
• I can … |
| --- | --- |
| I can write about an entertainment or social event. | • I can write the content for a multi-media presentation, a handout, a synopsis, etc.  
• I can … |