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 expression.
   - 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 MID – STANDARDS ALIGNMENT TOOL FOR COMMUNICATION**

**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.

**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:** 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.

**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.
# INTERMEDIATE MID – STANDARDS ALIGNMENT TOOL FOR COMMUNICATION

## INTERPRETIVE LISTENING

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

<table>
<thead>
<tr>
<th>K–12</th>
<th>6–12</th>
<th>9–12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interpretive Competency #1</strong> — Derive meaning from messages and texts using listening, reading and viewing strategies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Interpretive Competency #2</strong> — Identify how authentic sources convey viewpoints and use authentic sources critically.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Interpretive Competency #3</strong> — Comprehend and interpret information in authentic messages and informational texts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Interpretive Competency #4</strong> — Comprehend and interpret information about the main idea and relevant details in authentic literary texts.</td>
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</tr>
</tbody>
</table>

## ACTFL PROFICIENCY GUIDELINES 2012

<table>
<thead>
<tr>
<th>LISTENING/VIEWING</th>
<th>NCSSFL-ACTFL Can-Do Statements 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INTERPRETIVE LISTENING NCSSFL-ACTFL Benchmark</strong></td>
<td><strong>INTERPRETIVE LISTENING Progress Indicators</strong></td>
</tr>
</tbody>
</table>

**At the Intermediate Mid sublevel,** listeners 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 listeners may get some meaning from oral texts typically understood by Advanced-level listeners.

- 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 that I overhear.

- I can understand basic information in ads, announcements, and other simple recordings.

- **I can understand the main idea of what I listen to for personal enjoyment.**

- **I can understand when, where, and who is playing in a concert from a radio advertisement.**
- **I can understand the main message of an e-card greeting.**
- **I can understand what service is being offered in a TV ad.**
- **I can identify the type of film from a movie preview.**
- **I can …**

- **I can understand basic questions or statements during a video conference.**
- **I can understand a short YouTube clip.**
- **I can understand peers’ recorded descriptions about themselves or their avatars.**
- **I can understand an introduction, such as at a concert.**
| I can understand messages related to my everyday life. | I can understand familiar children’s stories or simple short stories on familiar topics. |
| | • I can … |
| | • I can understand a voice message about the time and place of a meeting. |
| | • I can understand a box-office recording about the times of the performances or events. |
| | • I can understand that an event is being postponed or cancelled. |
| | • I can follow more complicated directions to a location. |
| | • I can … |
## INTERPRETIVE READING

### Ohio’s Learning Standards: World Languages K–12  6–12  9–12

<table>
<thead>
<tr>
<th>Interpretive Competency #1</th>
<th>Interpretive Competency #2</th>
<th>Interpretive Competency #3</th>
<th>Interpretive Competency #4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Derive meaning from messages and texts using listening, reading and viewing strategies.</td>
<td>Identify how authentic sources convey viewpoints and use authentic sources critically.</td>
<td>Comprehend and interpret information in authentic messages and informational texts.</td>
<td>Comprehend and interpret information about the main idea and relevant details in authentic literary texts.</td>
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</tbody>
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### ACTFL PROFICIENCY GUIDELINES 2012

<table>
<thead>
<tr>
<th>READING</th>
<th>INTERPRETIVE READING NCSSFL-ACTFL Benchmark</th>
<th>INTERPRETIVE READING Progress Indicators</th>
<th>INTERPRETIVE READING Sample Learning Targets Suggestions</th>
</tr>
</thead>
</table>
| At the Intermediate Mid sublevel, readers are able to understand short, non-complex texts that convey basic information and deal with basic personal and social topics to which the reader brings personal interest or knowledge, although some misunderstandings may occur. Readers at this level may get some meaning from short connected texts featuring description and narration, dealing with familiar topics. | I can understand the main idea of texts related to everyday life and personal interests or studies. | I can understand simple personal questions. | • I can understand the questions asked on a career preference survey.  
• I can understand what is asked for on a simple, popular magazine questionnaire.  
• I can understand the personal questions to complete a profile on a social media site.  
• I can … |
| I can understand basic information in ads, announcements, and other simple texts. | | | • I can understand the information in birth and wedding announcements.  
• I can understand the information in sales ads.  
• I can understand basic information on travel brochures.  
• I can understand basic information on food labels.  
• I can understand an online course syllabus. |
| I can understand the main idea of what I read for personal enjoyment. | • I can use information from a variety of sources to make decisions.  
• I can read and interpret information from a graph.  
• I can … |
| --- | --- |
| I can read simple written exchanges between other people. | • I can understand updates in entertainment magazines.  
• I can understand postings in blogs on familiar topics.  
• I can understand postcards from friends.  
• I can read fashion magazines and make choices about what to buy or to wear.  
• I can read grocery ads to choose what food to buy.  
• I can follow the basic plot line of a story and give a description of main characters.  
• I can predict the outcome of a plot in a short story, fable or narrative.  
• I can … |
### INTERPERSONAL COMMUNICATION SPEAKING AND WRITING

**Ohio’s Learning Standards: World Languages**  
K–12  
6–12  
9–12

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.

<table>
<thead>
<tr>
<th>ACTFL PROFICIENCY GUIDELINES 2012</th>
<th>INTERPERSONAL COMMUNICATION NCSSFL-ACTFL Benchmark</th>
<th>INTERPERSONAL COMMUNICATION Progress Indicators</th>
<th>INTERPERSONAL COMMUNICATION Sample Learning Targets Suggestions</th>
</tr>
</thead>
</table>
| SPEAKING                          | 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 usually say what I want to say about myself and my everyday life. | I can start, maintain, and end a conversation on a variety of familiar topics. | I can be the first to start a conversation.  
I can ask for information, details, and explanations during a conversation.  
I can ask for examples for further clarification.  
I can bring a conversation to a close.  
I can interview someone for a project or a publication.  
I can … |

Speakers 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 speakers tend to function reactively, for example, by responding to direct questions or requests for information. However, they are capable of

I can talk about my daily activities and personal preferences.  
- I can talk about my daily routine.  
- I can talk about my interests and hobbies.  
- I can give reasons for my preferences.  
- I can give some information about activities I did.  
- I can give some information
**INTERMEDIATE MID – STANDARDS ALIGNMENT TOOL FOR COMMUNICATION**

<table>
<thead>
<tr>
<th>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 speakers 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 non-natives. Overall, Intermediate Mid speakers are at ease when performing</th>
<th>I can use my language to handle tasks related to my personal needs.</th>
<th>I can talk about my favorite music, movies, and sports and ask for information about the favorites of others. I can exchange views and opinions about my favorite celebrity. I can …</th>
</tr>
</thead>
<tbody>
<tr>
<td>about something I plan to do.</td>
<td></td>
<td>I can request services, such as repair for a phone, computer, or car. I can schedule an appointment. I can inquire about membership in an organization or club. I can make inquiries. I can express emotions and I can react to the feelings of others. I can …</td>
</tr>
</tbody>
</table>

I can exchange information about subjects of special interest to me.

- I can talk about artists from other countries.
- I can talk about historical events.
- I can talk about a mathematics, technology, or science project.
- I can …
Intermediate Mid – Standards Alignment Tool for Communication

| Intermediate-level tasks and do so with significant quantity and quality of Intermediate-level language. |   |   |   |
## PRESENTATIONAL SPEAKING

### Ohio’s Learning Standards: World Languages K-12  6-12  9-12

**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.

<table>
<thead>
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<th>NCSSFL-ACTFL Can-Do Statements 2013</th>
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<tbody>
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<td>SPEAKING</td>
<td>PRESENTATIONAL SPEAKING</td>
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Speakers 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 speakers tend to function reactively, for example, by responding to direct questions or requests for information. However, they are capable of:

- I can make presentations on a wide variety of familiar topics using connected sentences.
- I can make a presentation about my personal and social experiences.
- I can make a presentation on something I have learned or researched.

- I can describe a childhood or past experience.
- I can report on a social event that I attended.
- I can present on something new I learned.
- I can make a presentation about my plans for the future.
- I can …
- I can give a short presentation on a current event.
- I can present about a topic from an academic subject, such as science, math, art, etc.
- I can describe how to plan and carry out an event, such as a party or family reunion.
- I can give a short presentation on a famous person, landmark, or cultural event.
- I can …
**INTERMEDIATE MID – STANDARDS ALIGNMENT TOOL FOR COMMUNICATION**

<table>
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<tr>
<th>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 speakers 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 non-natives. Overall, Intermediate Mid speakers are at ease when</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can make a presentation about common interests and issues and state my viewpoint.</td>
</tr>
<tr>
<td>I can make a presentation about a favorite movie or song and tell why I like it.</td>
</tr>
<tr>
<td>I can give a presentation about a famous person or historical figure and tell why he/she is important.</td>
</tr>
<tr>
<td>I can share my reactions about a current event and explain why the event is in the news.</td>
</tr>
<tr>
<td>I can perform a scene from an authentic play.</td>
</tr>
<tr>
<td>I can narrate a story with many details.</td>
</tr>
<tr>
<td>I can describe a work of art and my reactions to it.</td>
</tr>
<tr>
<td>I can …</td>
</tr>
<tr>
<td>performing Intermediate-level tasks and do so with significant quantity and quality of Intermediate-level language.</td>
</tr>
</tbody>
</table>
# Intermediate Mid – Standards Alignment Tool for Communication

## Presentational Writing

<table>
<thead>
<tr>
<th>ACTFL Proficiency Guidelines 2012</th>
<th>NCSSFL-ACTFL Can-Do Statements 2013</th>
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</thead>
<tbody>
<tr>
<td>Presentational Writing NCSSFL-ACTFL Benchmark</td>
<td>Presentational Writing Progress Indicators</td>
</tr>
</tbody>
</table>

**Ohio’s Learning Standards: World Languages K–12 6–12 9–12**

**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.

Writers at the Intermediate Mid sublevel are able to meet a number of practical writing needs. They can write short, simple communications, compositions, and requests for information in loosely connected texts about personal preferences, daily routines, common events, and other personal topics. Their writing is framed in present time but may contain references to other time frames. The writing style closely resembles oral discourse. Writers at the Intermediate Mid sublevel show evidence of control of basic sentence structures and verb forms. This writing is best defined as a collection of discrete sentences and/or questions.

- I can write on a wide variety of familiar topics using connected sentences.
- I can write short reports about something I have learned or researched.
- I can write messages and announcements.
- I can write a message to explain or clarify something.
- I can write about common events and daily routines.
- I can write an autobiographical statement for a contest, study abroad or other special program, or job application.
- I can write an invitation or flyer about an event I am planning.
- I can write a short article on a current event.
- I can write about an academic subject, such as science, math, art, etc.
- I can write the minutes or a debrief from a club or other meeting.
- I can write a comparison of different websites or products.
loosely strung together. There is little evidence of deliberate organization. Intermediate Mid writers can be understood readily by natives used to the writing of non-natives. When Intermediate Mid writers attempt Advanced-level writing tasks, the quality and/or quantity of their writing declines and the message may be unclear.

<table>
<thead>
<tr>
<th>I can compose communications for public distribution.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• I can create a flyer for an upcoming event at my school or at work.</td>
</tr>
<tr>
<td>• I can write a review of a movie, book, play, exhibit, etc.</td>
</tr>
<tr>
<td>• I can post an entry to a blog or a discussion forum.</td>
</tr>
<tr>
<td>• I can compose a simple letter, response, or article for a publication.</td>
</tr>
<tr>
<td>• I can contribute to a school or work publication.</td>
</tr>
</tbody>
</table>