

**ADVANCED LOW**

**COMMUNICATION**

**NCSSFL-ACTFL  
Can-Do Statements**

**2017**

**How Do Learners and Educators Use the Can-Do Statements?**

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| **Goal Setting** | Language learners use the Can-Do Statements to set their own learning goals, document their progress, and self-assess and reflect on  their learning. |
| **Self-Assessment** | Learners use the Can-Do Statements to self-assess their progress, moving from “This is my goal” to “I can do this with help” to  “I can do this consistently.” |
| **Proficiency  vs  Performance** | Proficiency is what one can consistently do with language in unrehearsed, spontaneous and real-life contexts with native speakers over a sustained period of time.  Performance is what one can do with language in practiced or familiar learning contexts. Performance can serve as a bridge to proficiency. |
| **Proficiency Benchmarks** | Benchmarks are long-term proficiency goals for learners, across the three modes of Interpretive, Interpersonal and Presentational Communication.  Benchmarks can be used by educators to establish course outcomes. |
| **Performance Indicators** | Indicators are steps for learners to chart their performance and  their progress toward meeting language proficiency goals.  Indicators can help inform the creation of units by educators. |
| **Examples** | Examples provide evidence of real-life consistent language performance over time, or can inform the creation of lessons or learning activities.  *This is not a checklist to complete*, but rather examples that will be elaborated and built upon by individual learners or educators. |
| ***“I can…(customize)”*** | Customizable examples allow learners or educators to create their own samples of language performance, aligned to their learning content or context and the targeted proficiency level. |

**Interpretive Listening or Viewing NCSSFL–ACTFL CAN-DO STATEMENTS**

** **

**PROFICIENCY BENCHMARK  
I can understand the main message and supporting details on a wide variety of familiar and general interest topics across various time frames from complex, organized texts that are spoken, written or signed.**

**ADVANCED LOW**

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| ***What can I understand, interpret or analyze in authentic informational texts I hear or view?*** |

♦ This is my goal.

♦ I can do this with help.

♦ I can do this consistently.

* **I can identify the underlying message and some supporting details across major time frames in descriptive informational texts.**

**Examples**

* *I can\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
* *I can understand short presentations about famous people in history.*
* *I can follow the details of televised promotions for upcoming programs.*
* *I can identify the events of a travel writer’s most recent trip as recounted in a podcast.*
* *I can understand the main points of a recorded short story.*
* *I can understand a talk about a student’s study abroad experience.*

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| ***What can I understand, interpret or analyze in authentic fictional texts I hear or view?*** |

♦ This is my goal.

♦ I can do this with help.

♦ I can do this consistently.

* **I can follow the main story and some supporting details across major**

**timeframes in fictional texts.**

**Examples**

* *I can\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
* *I can understand the moral lesson expressed in an oral fable.*
* *I can identify events that influenced a character’s decisions in an opera.*
* *I can identify the historical values expressed in an epic poem.*
* *I can identify the political beliefs of characters in an historical re-enactment.*
* *I can understand the reasons for a character’s transformation in a play.*

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| ***What can I understand, interpret or analyze in discussions in which I am not a participant?*** |

♦ This is my goal.

♦ I can do this with help.

♦ I can do this consistently.

* **I can understand the main message and some supporting details across major timeframes in conversation and discussions.**

**Examples**

* *I can\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
* *I can understand the discussion about the remodeling of a room between an interior designer and a customer.*
* *I can understand the feelings expressed by friends about their parents or relatives.*
* *I can understand a couple’s plans for their wedding and honeymoon.*
* *I can follow a video conferencing session where participants are talking about a planned environmental project.*
* *I can understand a conversation where friends express their concerns about an upcoming election.*

\* Note: Additional factors and strategies may impact how learners make meaning from texts that they hear, view or read:   
Text complexity or length, familiarity with topic, background knowledge, prior literacy skills, using context clues, making inferences, etc.   
An Interpretive Task template and rubric can be found [**here**](http://education.ohio.gov/Topics/Learning-in-Ohio/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Framework/Instructional-Strategies/Assessment-Guidance-and-Sample-Rubrics).

**Interpretive Reading NCSSFL–ACTFL CAN-DO STATEMENTS**

****

**PROFICIENCY BENCHMARK  
I can understand the main message and supporting details on a wide variety of familiar and general interest topics across various time frames from complex, organized texts that are spoken, written or signed.**

**ADVANCED LOW**

|  |
| --- |
| ***What can I understand, interpret or analyze in authentic informational texts I read?*** |

♦ This is my goal.

♦ I can do this with help.

♦ I can do this consistently.

* **I can identify the underlying message and some supporting details across major time frames in descriptive informational texts.**

**Examples**

* *I can\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
* *I can understand written summaries of candidates’ platforms to make a voting decision.*
* *I can understand some events described in an excerpt from an historical journal.*
* *I can understand absentee and sick leave policies in an employee handbook.*
* *I can read movie reviews to choose what to watch.*
* *I can read a catalogue of course descriptions to choose my classes.*

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| --- |
| ***What can I understand, interpret or analyze in authentic fictional texts I read?*** |

♦ This is my goal.

♦ I can do this with help.

♦ I can do this consistently.

* **I can follow the main story and some supporting details across major**

**timeframes in fictional texts.**

**Examples**

* *I can\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
* *I can understand the moral lesson expressed in a fable.*
* *I can understand the details that motivated the main character to commit a crime in a mystery.*
* *I can identify the historical values expressed in an epic poem.*
* *I can understand the main points of a science fiction short story.*
* *I can understand the reasons for a character’s transformation in a chapter of a graphic novel.*

|  |
| --- |
| ***What can I understand, interpret or analyze in discussions in which I am not a participant?*** |

* **I can understand the main message and some supporting details across major timeframes in conversations and discussions.**

♦ This is my goal.

♦ I can do this with help.

♦ I can do this consistently.

**Examples**

* *I can\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
* *I can understand a discussion about a home remodeling on a designer’s blog.*
* *I can understand an email thread about someone’s wedding plans.*
* *I can understand an online forum where people express concerns about an upcoming election.*
* *I can understand an exchange of letters relating to a product malfunction.*
* *I can understand reactions and responses in an electronic discussion about a new law.*

\* Note: Additional factors and strategies may impact how learners make meaning from texts that they hear, view or read:   
Text complexity or length, familiarity with topic, background knowledge, prior literacy skills, using context clues, making inferences, etc.   
An Interpretive Task template and rubric can be found [**here**](http://education.ohio.gov/Topics/Learning-in-Ohio/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Framework/Instructional-Strategies/Assessment-Guidance-and-Sample-Rubrics).

**Interpersonal Listening/Speaking or Signing NCSSFL–ACTFL CAN-DO STATEMENTS**



**PROFICIENCY BENCHMARK  
I can maintain spontaneous spoken, written or signed conversations   
and discussions across various time frames on familiar as well as unfamiliar concrete topics,   
using series of connected sentences and probing questions.**

**ADVANCED LOW**

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| --- |
| ***How can I exchange information and ideas in conversations?*** |

♦ This is my goal.

♦ I can do this with help.

♦ I can do this consistently.

* **I can exchange information and ideas in discussions on a variety of familiar and concrete academic and social topics, using a few simple paragraphs across major time frames.**

**Examples**

* *I can\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
* *I can exchange information about changes teenagers experience going from middle to high school.*
* *I can participate in a conversation to identify current and past examples of challenges immigrants faced.*
* *I can discuss with others the preparations that have been done and need to be done for an upcoming*

*play or presentation.*

* *I can discuss with a friend on the phone a problem I am having and come up with solutions.*
* *I can discuss important historical events and their connection to the present.*

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| --- |
| ***How can I meet my needs or address situations in conversations?*** |

♦ This is my goal.

♦ I can do this with help.

♦ I can do this consistently.

* **I can interact and negotiate to resolve an unexpected complication**

**that arises in a familiar situation, using a few simple paragraphs across**

**major time frames.**

**Examples**

* *I can\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
* *I can negotiate with a customer service representative to receive a refund for an item I purchased.*
* *I can interact with my supervisor to request time off from work and explain why I need the time.*
* *I can discuss with a friend how and when I am going to replace an item that I borrowed and then lost.*
* *I can interact with the hotel staff to request a room switch.*
* *I can discuss with the rental agent what happened to a rental car.*

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| --- |
| ***How can I express, react to and support preferences and opinions in conversations?*** |

♦ This is my goal.

♦ I can do this with help.

♦ I can do this consistently.

* **I can maintain conversations by providing explanations and comparisons of preferences, opinions and advice on familiar and concrete academic and social topics, using a few simple paragraphs across major time frames.**

**Examples**

* *I can\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
* *I can discuss preferences for candidates in a local election based on their positions on various community issues.*
* *I can exchange opinions on the pros and cons of different study abroad programs to enhance a future career.*
* *I can discuss the effects that lowering the drinking age might have on binge drinking.*
* *I can discuss laws related to texting while driving.*

**Interpersonal Reading/ Writing NCSSFL– ACTFL CAN-DO STATEMENTS**



**PROFICIENCY BENCHMARK  
I can maintain spontaneous spoken, written, or signed conversations   
and discussions across various time frames on familiar as well as unfamiliar concrete topics,   
using series of connected sentences and probing questions.**

**ADVANCED LOW**

|  |
| --- |
| ***How can I exchange information and ideas in conversations?*** |

♦ This is my goal.

♦ I can do this with help.

♦ I can do this consistently.

* **I can exchange information and ideas in discussions on a variety of familiar and concrete academic and social topics, using a few simple paragraphs across major time frames.**

**Examples**

* *I can\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
* *I can discuss online how musical preferences of young people have changed from generation to generation.*
* *I can have a virtual written exchange with an international group, sharing information about an*

*important current event.*

* *I can provide feedback through online collaborative peer editing on a classmate’s research paper.*
* *I can contribute to an online discussion about a current social issue.*

|  |
| --- |
| ***How can I meet my needs or address situations in conversations?*** |

♦ This is my goal.

♦ I can do this with help.

♦ I can do this consistently.

* **I can interact and negotiate to resolve an unexpected complication**

**that arises in a familiar situation, using a few simple paragraphs**

**across major time frames.**

**Examples**

* *I can\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
* *I can exchange messages with a friend to explain why I had to cancel a planned activity.*
* *I can negotiate with an online agent the release of information needed for a college application.*
* *I can exchange messages with a colleague or friend to discuss a difficult situation of a mutual friend.*
* *I can exchange online messages to correct a mistake made on my job application and provide the corrected information.*

|  |
| --- |
| ***How can I express, react to and support preferences and opinions in conversations?*** |

♦ This is my goal.

♦ I can do this with help.

♦ I can do this consistently.

* **I can maintain conversations by providing explanations and comparisons of preferences, opinions and advice on familiar and concrete academic and social topics, using a few simple paragraphs across major time frames.**

**Examples**

* *I can\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
* *I can exchange advice online about how to behave when visiting and eating with a family in a different culture.*
* *I can add my opinion about a social issue onto an online blog.*
* *I can continue an email exchange until I have convinced a colleague to take my side in an argument.*
* *I can collaborate online with fellow classmates to provide advice for next year’s students on how to be*

*successful in my language class.*

**Presentational Speaking or Signing NCSSFL–ACTFL CAN-DO STATEMENTS**

** **

**PROFICIENCY BENCHMARK  
I can deliver detailed and organized presentations on familiar as well as unfamiliar concrete topics,  
 in paragraphs and using various time frames through spoken, written or signed language.**

**ADVANCED LOW**

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| ***How can I present information to narrate about my life, experiences and events?*** |

♦ This is my goal.

♦ I can do this with help.

♦ I can do this consistently.

* **I can tell stories about school and community events and personal experiences, using paragraphs across major time frames.**

**Examples**

* *I can\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
* *I can make a presentation describing the highlights of a recent or upcoming family event.*
* *I can describe a social, cultural or political event that occurred or will occur in my community.*
* *I can talk about an unexpected complication during a recent trip or excursion and present advice*

*on how to resolve such a situation.*

* *I can make a presentation describing certain health and fitness trends and the results of those trends.*

|  |
| --- |
| ***How can I present information to give a preference, opinion or persuasive argument?*** |

♦ This is my goal.

♦ I can do this with help.

♦ I can do this consistently.

* **I can state a viewpoint with supporting evidence on some concrete**

**academic, social and professional topics of interest, using paragraphs**

**across major time frames.**

**Examples**

* *I can\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
* *I can promote an art or music event by presenting and elaborating on its social or artistic value.*
* *I can present the main issues related to topics of public health or safety and support my viewpoint*

*on this issue with related evidence.*

* *I can present and provide a rationale for the importance of certain classes, college majors*

*or training programs, citing trends over time.*

* *I can create and present an infomercial promoting an event, a service or a product.*

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| --- |
| ***How can I present information to inform, describe or explain?*** |

♦ This is my goal.

♦ I can do this with help.

♦ I can do this consistently.

* **I can deliver presentations on some concrete academic, social and professional topics of interest, using paragraphs across major time frames.**

**Examples**

* *I can\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
* *I can explain the process for creating or updating a website or blog.*
* *I can explain the rationale behind a school, work or community project or policy.*
* *I can present a summary of the results of an action plan for a club or work group and the future steps*

*to be implemented.*

* *I can present a comparison of current and past traditions related to social events such as*

*homecoming, graduation, marriages or funerals.*

**Presentational Writing NCSSFL–ACTFL CAN-DO STATEMENTS**

****

**PROFICIENCY BENCHMARK  
I can deliver detailed and organized presentations on familiar as well as unfamiliar concrete topics,  
 in paragraphs and using various time frames through spoken, written or signed language.**

**ADVANCED LOW**

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| --- |
| ***How can I present information to narrate about my life, experiences and events?*** |

♦ This is my goal.

♦ I can do this with help.

♦ I can do this consistently.

* **I can tell stories about school and community events and personal experiences, using paragraphs across major time frames.**

**Examples**

* *I can\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
* *I can write about a family reunion for my relatives in another country.*
* *I can write a blog post describing the highlights of a recent trip or excursion.*
* *I can write about a social, cultural or political event that occurred or will occur in my community.*
* *I can describe certain trends in leisure time or use of social media and the results of those trends.*

|  |
| --- |
| ***How can I present information to give a preference, opinion or persuasive argument?*** |

♦ This is my goal.

♦ I can do this with help.

♦ I can do this consistently.

* **I can state a viewpoint with supporting evidence on some concrete**

**academic, social and professional topics of interest, using paragraphs**

**across major time frames.**

**Examples**

* *I can\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
* *I can write an essay to convince others of the value of experiencing art and music from cultures other than my own.*
* *I can write an essay for or against a position on a social issue.*
* *I can write a brief article giving a rationale for dietary and exercise practices to promote healthy living.*
* *I can create, write and edit an online journal, blog or discussion forum promoting community events, services*

*or products.*

|  |
| --- |
| ***How can I present information to inform, describe or explain?*** |

♦ This is my goal.

♦ I can do this with help.

♦ I can do this consistently.

* **I can deliver presentations on some concrete academic, social and professional topics of interest, using paragraphs across major time frames.**

**Examples**

* *I can\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
* *I can revise class or meeting notes that I have taken for distribution.*
* *I can draft and revise a synopsis or abstract for a science fair project, research study or conference.*
* *I can write job descriptions or performance reports.*
* *I can draft and revise a resume or cover letter.*