****

**INTERMEDIATE HIGH**

**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  **

**Intermediate Benchmark**

**I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written or signed.**

**INTERMEDIATE HIGH**

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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 usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph-length informational texts.**

**Examples**

* *I can\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
* *I can understand the recorded descriptions of avatars in a new video game.*
* *I can understand directions to a familiar location.*
* *I can understand some points of a lecture on a common environmental issue.*
* *I can follow the major events of a traveler’s experience narrated in a radio report.*
* *I can follow the master of ceremonies’ congratulations and simple general comments at a special event.*

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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 usually follow the main story and actions expressed in various**

**timeframes in paragraph-length fictional texts.**

**Examples**

* *I can\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
* *I can identify the sequence of events in a story.*
* *I can identify the main emotions described in a song.*
* *I can follow the main plot of a musical production.*
* *I can understand the characteristics of heroes described in an oral urban legend.*
* *I can understand most of what is said in a conversation among characters in a familiar 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 usually understand the main idea and flow of events expressed**

**in various timeframes in conversation and discussions.**

**Examples**

* *I can\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
* *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 broadcasters discussing severe weather warnings.*
* *I can understand a conversation between two friends discussing last weekend’s activities.*
* *I can understand simple questions posed in an interview of a celebrity.*
* *I can understand the main points of an argument between people in a public place.*

\* 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**

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**Intermediate Benchmark**

**I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written or signed.**

**INTERMEDIATE HIGH**

|  |
| --- |
| ***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 usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph-length informational texts.**

**Examples**

* *I can\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
* *I can understand information provided in a travel guide about a historical site.*
* *I can understand website descriptions of a Peace Corps volunteer’s daily life.*
* *I can follow directions to do a science or other experiment.*
* *I can understand the basic instructions for playing a video game.*
* *I can understand the main points of a blogger’s posts and responses.*

|  |
| --- |
| ***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 usually follow the main story and actions expressed in various**

**timeframes in paragraph-length fictional texts.**

**Examples**

* *I can\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
* *I can identify the sequence of events in a story with a plot twist.*
* *I can identify the main emotions described in the lyrics of a song.*
* *I can follow the main plot of a detective story.*
* *I can understand the characteristics of heroes in a folk legend.*
* *I can understand most of what is said in a conversation among characters in a familiar play.*

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

* **I can usually understand the main idea and flow of events expressed**

♦ This is my goal.

♦ I can do this with help.

♦ I can do this consistently.

**in various timeframes in conversations and discussions.**

**Examples**

* *I can\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
* *I can understand an interview between a celebrity and a teen reporter in a publication.*
* *I can understand a text conversation between two friends discussing what they did last weekend.*
* *I can understand the main points of an argument between people in a blog posting.*
* *I can understand a written apology where someone explains why s/he couldn’t attend a party.*
* *I can understand peer feedback on an end-of-course project.*

\* 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**



**Intermediate Benchmark**

**I can participate in spontaneous spoken, written or signed conversations on familiar topics,   
creating sentences and series of sentences to ask and answer a variety of questions.**

**INTERMEDIATE HIGH**

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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 in conversations and some discussions on a variety of familiar and some concrete topics that I have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.**

**Examples**

* *I can\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
* *I can participate in a conversation to support or reject a proposed school policy.*
* *I can exchange ideas on different options after graduation.*
* *I can compare reactions with a peer about a recent lecture.*
* *I can discuss information about career pathways.*
* *I can compare community service or volunteer opportunities with someone from a different country.*

|  |
| --- |
| ***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 with others to meet my needs in a variety of situations,**

**sometimes involving a complication, using connected sentences that**

**may combine to form paragraphs and asking a variety of questions,**

**often across various timeframes.**

**Examples**

* *I can\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
* *I can talk with an airline representative to make the necessary changes to an already-ticketed flight.*
* *I can interact to schedule a make-up exam.*
* *I can negotiate the exchange of an item I have purchased in a store for another style.*
* *I can interact with my ePal to come up with various options for a class outing depending on the weather.*

|  |
| --- |
| ***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 explain preferences, opinions and emotions and provide advice on a variety of familiar and some concrete topics that I have researched, using connected sentences and that may combine to form paragraphs and asking a variety of questions, often across various timeframes.**

**Examples**

* *I can\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
* *I can exchange opinions on a school policy and give reasons for why it should be changed.*
* *I can exchange opinions about the use of personal devices at school.*
* *I can outline positive and negative environmental practices in a conversation with city council representatives.*
* *I can exchange advice on how to be a successful learner.*
* *I can exchange opinions about the ways we use social media in our personal, school or work lives.*

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



**Intermediate Benchmark**

**I can participate in spontaneous spoken, written, or signed conversations on familiar topics,   
creating sentences and series of sentences to ask and answer a variety of questions.**

**INTERMEDIATE HIGH**

|  |
| --- |
| ***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 in conversations and some discussions on a variety of familiar and some concrete topics that I have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.**

**Examples**

* *I can\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
* *I can participate in a chat to discuss the importance of learning another language.*
* *I can communicate online with peers in another culture to support a service learning project.*
* *I can exchange e-mail with a friend to share pros and cons of each dorm building on my campus*
* *I can exchange ideas for a collaborative project in an online news group.*

|  |
| --- |
| ***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 with others to meet my needs in a variety of situations,**

**sometimes involving a complication, using connected sentences that**

**may form paragraphs and asking a variety of questions,**

**often across various time frames.**

**Examples**

* *I can\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
* *I can interact with an online advisor in another culture to select courses matching my academic goals.*
* *I can exchange details with my destination wedding planner about my preferences for the ceremony and reception.*
* *I can chat online with a customer service representative to resolve an incorrect bill.*
* *I can exchange messages with the hotel receptionist to cancel my reservation and request*

*to forgo the cancellation fee.*

|  |
| --- |
| ***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 explain preferences, opinions and emotions and provide advice on a variety of familiar and some concrete topics that I have researched, using connected sentences and that may combine to form paragraphs and asking a variety of questions, often across various timeframes.**

**Examples**

* *I can\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
* *I can justify opinions about current trends in music in an online conversation.*
* *I can exchange opinions about a product on a company’s website and say why or why not to buy it.*
* *I can exchange posts that provide specific and detailed feedback on a peer’s draft for an article.*
* *I can add my advice about dating “do’s and don’ts” onto an online blog.*

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

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**Intermediate Benchmark**

**I can communicate information, make presentations and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written or signed language.**

**INTERMEDIATE HIGH**

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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 a few short paragraphs, often across various time frames.**

**Examples**

* *I can\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
* *I can present a comparison between the roles of family members in my own and other cultures.*
* *I can tell what happened at a social event that I attended.*
* *I can give a short speech about goals for the future of my club or organization.*
* *I can present an outline of my predictions about consequences of an environmental practice.*
* *I can present my hypothesis about what will happen in an experiment and provide supporting information.*

|  |
| --- |
| ***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 my viewpoint on familiar or researched topics and**

**provide reasons to support it, using a few short paragraphs,**

**often across various time frames.**

**Examples**

* *I can\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
* *I can give a presentation about similarities and differences between art and music festivals.*
* *I can present my reactions to a current event and explain what led to the event being in the news.*
* *I can create and present a public service announcement describing a problem and advocating for change.*
* *I can make a persuasive presentation to explain why one should revisit a store or restaurant*

*that is under new ownership.*

|  |
| --- |
| ***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 give detailed presentations on a variety of familiar topics and some concrete topics I have researched, using a few short paragraphs, often across various timeframes.**

**Examples**

* *I can\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
* *I can compare school environments and curricula to determine what is valued in my own and other cultures.*
* *I can explain the series of steps taken to complete a task or experiment and describe the results.*
* *I can leave a voicemail for someone who was absent explaining 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 about the history and current status of a school, organization or company.*

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

**Intermediate Benchmark**

**I can communicate information, make presentations and express my thoughts about familiar topics, using sentences**

**and series of connected sentences through spoken, written or signed language.**

**INTERMEDIATE HIGH**

|  |
| --- |
| ***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 a few short paragraphs, often across various timeframes.**

**Examples**

* *I can\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
* *I can write a comparison of the roles of family members, in my own and other cultures.*
* *I can write a series of steps needed to complete a task, such as for an experiment, community event or fundraiser.*
* *I can write a description of an event that I participated in or witnessed for a newsletter.*
* *I can write a series of simple predictions about consequences of a particular action or practice*

*for a community or school blog.*

|  |
| --- |
| ***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 my viewpoint on familiar or researched topics and provide**

**reasons to support it using a few short paragraphs, often across**

**various time frames.**

**Examples**

* *I can\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
* *I can write a summary of a social media story and share my and others’ opinions about it.*
* *I can write a brief statement outlining the key points of my opinion on topics in my community*

*such as water use, building a school or the town budget.*

* *I can create an infographic describing the benefits of joining an organization.*
* *I can write advice to younger learners about why to learn an additional language.*

|  |
| --- |
| ***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 give detailed presentations on a variety of familiar topics and some concrete topics I have researched, using a few short paragraphs, often across various time frames.**

**Examples**

* *I can\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
* *I can write a comparison of school or learning environments and curricula to determine*

*what is valued in my own and other cultures.*

* *I can compose communications for public distribution about the status of an ongoing event.*
* *I can summarize in an email what’s been happening in my community for someone who is new or has been away.*
* *I can summarize in writing a conversation or interview that I had with someone.*