

# Intermediate High

## Can-Do Statements for ASL

### Intermediate High

### Benchmarks

<b>Interpretive-Receptive Communication</b>	<b>Interpersonal Communication</b>	<b>Presentational-Expressive Communication</b>
<p>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.</p> <p>I can usually understand a few details in conversations, even when something unexpected is expressed.</p> <p>I can sometimes follow what I see about events and experiences in various time frames.</p>	<p>I can participate with ease and confidence in conversations on familiar topics.</p> <p>I can usually sign about events and experiences in various time frames.</p> <p>I can usually describe people, places, and things.</p> <p>I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.</p>	<p>I can make presentations in a generally organized way on school, work, and community topics, and on topics I have researched.</p> <p>I can make presentations on some events and experiences in various time frames.</p>

# Interpretive (Receptive) Communication

*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 see in conversations, even when something unexpected is expressed. I can sometimes follow what I see expressed about events and experiences in various time frames.*

<p><b>1) I can easily understand straightforward information or interactions in ASL.</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 understand the signed descriptions of avatars in a new video game.</i></li> <li><i>I can understand a signed interview between a student reporter and visitors about activities they have done and are planning to do while in town.</i></li> <li><i>I can understand a tour guide's signed description of a city's history and attractions.</i></li> </ul>			
<p><b>2) I can understand a few details in ads, announcements, and other simple signed video recordings.</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 understand a few details about a nutritional recommendation in a signed public health announcement.</i></li> <li><i>I can understand the services offered in a signed video ad about a car repair service.</i></li> <li><i>I can understand a few details from signed public service announcements such as severe weather warnings or safety alerts.</i></li> </ul>			
<p><b>3) I can sometimes understand situations with complicating factors.</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 understand a signed video message from a friend explaining why he/she will be late.</i></li> <li><i>I can understand a signed video message about a change in meeting times and place.</i></li> <li><i>I can understand a signed mail message on a video phone about a family emergency.</i></li> </ul>			

# Interpersonal Communication

*I can participate with ease and confidence in conversations on familiar topics. I can usually sign 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.*

<p><b>4) I can exchange information related to areas of mutual interest.</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 ask for and provide information about specific events.</i></li> <li>• <i>I can ask for and provide information about a hobby or lifestyle, such as bicycling, vegetarianism, video games, or sports.</i></li> <li>• <i>I can ask for and provide descriptions of places I know and also places I would like to visit.</i></li> <li>• <i>I can sign about my family history.</i></li> <li>• <i>I can sign about jobs and career plans.</i></li> </ul>			
<p><b>5) I can use ASL to do a task that requires multiple steps.</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 the basic rules of a game or sport and answer questions about them.</i></li> <li>• <i>I can ask for, follow, and give instructions for preparing food.</i></li> <li>• <i>I can ask for and follow directions to get from one place to another.</i></li> <li>• <i>I can sign how to access information online.</i></li> <li>• <i>I can explain basic rules, policies, or laws that affect us and answer questions about them.</i></li> </ul>			
<p><b>6) I can use my language to handle a situation that may have a complication.</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 arrange for a make-up exam or reschedule an appointment.</i></li> <li>• <i>I can return an item I have purchased to a store.</i></li> <li>• <i>I can plan an outing with a group of friends.</i></li> </ul>			

# Presentational (Expressive)

*I can make presentations in a generally organized way on school, work, and community topics, and on topics I have researched. I can make presentations on some events and experiences in various time frames.*

<b>7) I can present information on academic and work topics.</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 present ideas about something I have learned, such as a historical event, a famous person, or a current environmental issue.</i></li> <li>• <i>I can explain a series of steps needed to complete a task or experiment.</i></li> <li>• <i>I can explain to someone who was absent what took place in class or on the job.</i></li> <li>• <i>I can present my qualifications and goals for an academic program, training, or job.</i></li> </ul>			
<b>8) I can present on events, activities, and topics of particular interest.</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 present on something I learned from the media.</i></li> <li>• <i>I can make a presentation about an interesting person.</i></li> <li>• <i>I can summarize a personal, historical, or cultural event.</i></li> <li>• <i>I can give a presentation about my interests, hobbies, lifestyle, or preferred activities.</i></li> <li>• <i>I can make a presentation about the history or current status of a school, organization, or company.</i></li> <li>• <i>I can make a presentation about future plans.</i></li> </ul>			
<b>9) I can present my point of view and provide reasons to support it.</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 make a presentation on rules or policies such as cell phone use, dress code, or requirements for driving and explain my viewpoint.</i></li> <li>• <i>I can share and justify my opinion on common issues such as allowances for children, curfews for teenagers, budget-related topics, etc.</i></li> <li>• <i>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></li> </ul>			

# Intermediate High

## ACTFL Proficiency Guidelines 2012

### VIEWING

At the Intermediate High sublevel, viewers 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 viewers, although there often will be gaps in understanding due to a limited knowledge of the vocabulary and structures of the spoken language.

### SIGNING

Intermediate High signers 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 signers 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 Intermediate High signers 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 signers can generally be understood by native signers 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.

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# 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.

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## 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:** 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.

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## 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.

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