

Intermediate Low

Can-Do Statements for ASL Language Learners

Intermediate Low

Benchmarks

Interpretive-Receptive Communication	Interpersonal Communication	Presentational-Expressive Communication
<p>I can understand the main idea in short, simple messages and presentations on familiar topics</p> <p>I can understand the main idea of simple conversations.</p>	<p>I can participate in conversations on a number of familiar topics using simple sentences.</p> <p>I can handle short social interactions in everyday situations by asking and answering simple questions.</p>	<p>I can present information on most familiar topics using a series of simple sentences.</p>

Interpretive (Receptive)

I can understand the main idea in short, simple messages and presentations on familiar topics. I can understand the main idea of simple conversations.

<p>1) I can understand the basic purpose of a signed message.</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"> • <i>I can ... (customized)</i> • <i>I can determine if I am viewing an announcement or an advertisement.</i> • <i>I can understand what a signed advertisement is selling.</i> • <i>I can understand when and where an event will take place.</i> • <i>I can understand a signed video response accepting or rejecting an invitation.</i> 			
<p>2) I can understand messages related to my basic needs.</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"> • <i>I can ... (customized)</i> • <i>I can understand a description of a field trip.</i> • <i>I can understand signed teacher directions about when an assignment is due.</i> • <i>I can understand the signed description of a lunch menu.</i> 			
<p>3) I can understand questions and simple statements on everyday topics when I am part of the conversation.</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"> • <i>I can ... (customized)</i> • <i>I can understand signed questions about my work or class schedule.</i> • <i>I can understand signed questions about my likes and dislikes.</i> • <i>I can understand signed, simple compliments about what I am wearing or what I am doing.</i> 			

Interpersonal Communication

I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.

<p>4) I can have a simple conversation on a limited number of everyday topics.</p>	<p>This is my goal.</p>	<p>I can do this with help.</p>	<p>I can do this easily.</p>
<p><i>Sample Learning Targets:</i></p> <ul style="list-style-type: none"> • <i>I can ...(customized)</i> • <i>I can sign with someone about family or household tasks.</i> • <i>I can sign with someone about hobbies and interests.</i> • <i>I can sign with someone about school or work.</i> 			
<p>5) I can ask and answer questions on factual information that is familiar to me.</p>	<p>This is my goal.</p>	<p>I can do this with help.</p>	<p>I can do this easily.</p>
<p><i>Sample Learning Targets:</i></p> <ul style="list-style-type: none"> • <i>I can ...(customized)</i> • <i>I can ask and answer questions related to subjects such as geography, history, art, music, math, science, language, or literature.</i> 			
<p>6) I can use ASL to meet my basic needs in familiar situations.</p>	<p>This is my goal.</p>	<p>I can do this with help.</p>	<p>I can do this easily.</p>
<p><i>Sample Learning Targets:</i></p> <ul style="list-style-type: none"> • <i>I can ...(customized)</i> • <i>I can ask for help at school, work, or in the community.</i> • <i>I can make a reservation or appointment in person.</i> • <i>I can arrange for transportation such as by train, bus, taxi, or a ride with friends.</i> 			

Presentational (Expressive)

I can present information on most familiar topics using a series of simple sentences.

7) I can sign about people, activities, events, and experiences.	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"> <i>I can ...(customized)</i> <i>I can describe the physical appearance of a friend or family member.</i> <i>I can describe another person's personality.</i> <i>I can describe a school, workplace, famous place, or place I have visited or want to visit.</i> <i>I can present my ideas about something I have learned.</i> 			
8) I can express my needs and wants.	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"> <i>I can ...(customized)</i> <i>I can describe what I need for school or work.</i> <i>I can sign about what I want or need to do each day.</i> 			
9) I can present information on plans, instructions, and directions.	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"> <i>I can ...(customized)</i> <i>I can explain the rules of a game.</i> <i>I can give multi-step instructions for preparing a recipe.</i> <i>I can describe what my plans are for the weekend.</i> <i>I can describe what my summer plans are.</i> <i>I can describe holiday or vacation plans.</i> <i>I can describe what is needed for a holiday or a celebration.</i> <i>I can describe what I plan to do next in my life.</i> 			

10) I can present short skits or stories.	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"> • <i>I can ...(customized)</i> • <i>I can sign a children's story.</i> • <i>I can present a commercial, poem, or public service announcement.</i> • <i>I can participate in a performance of a skit or a scene from a play.</i> 			
11) I can express my preferences on topics of interest.	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"> • <i>I can ...(customized)</i> • <i>I can give a presentation about a movie or television show that I like.</i> • <i>I can give a presentation about a famous athlete, celebrity, or historical figure.</i> • <i>I can express my thoughts about a current event I have learned about or researched.</i> 			

Intermediate Low

ACTFL Proficiency Guidelines 2012

VIEWING

At the Intermediate Low sublevel, viewers are able to understand some information from sentence-length speech, one utterance at a time, in basic personal and social contexts, though comprehension is often uneven. At the Intermediate Low sublevel, viewers show little or no comprehension of signed texts typically understood by Advanced level viewers.

SIGNING

Signers at the Intermediate Low sublevel are able to handle successfully a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations. Conversation is restricted to some of the concrete exchanges and predictable topics necessary for survival in the target-language culture. These topics relate to basic personal information; for example, self and family, some daily activities and personal preferences, and some immediate needs, such as ordering food and making simple purchases. At the Intermediate Low sublevel, signers are primarily reactive and struggle to answer direct questions or requests for information. They are also able to ask a few appropriate questions. Intermediate Low signers manage to sustain the functions of the Intermediate level, although just barely.

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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
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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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