

Novice High

Can-Do Statements for ASL Language Learners

Novice High

Benchmarks

Interpretive-Receptive Communication	Interpersonal Communication	Presentational-Expressive
<p>I can often understand signs, phrases, and simple sentences related to everyday life.</p> <p>I can recognize pieces of information and sometimes understand the main topic of what is being said.</p>	<p>I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language.</p> <p>I can usually handle short social interactions in everyday situations by asking and answering simple questions.</p>	<p>I can present basic information on familiar topics using language I have practiced, using phrases and simple sentences.</p>

Interpretive (Receptive) Communication

*I can often understand signs, phrases, and simple sentences related to everyday life.
I can recognize pieces of information and sometimes understand the main topic of what is being said.*

<p>1) I can sometimes understand simple questions or statements on familiar topics.</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 recognize the difference between a question and a statement.</i> <i>I can sometimes understand questions about how old I am, where I live, what I do in my free time, etc.</i> <i>I can sometimes understand questions or statements about family.</i> <i>I can sometimes understand questions or statements about my friends and classmates or workmates.</i> <i>I can recognize simple actions in a statement or story.</i> <i>I can recognize the non-manual markers used in a statement or story.</i> 			
<p>2) I can understand simple information when presented with pictures and graphs.</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 some facts about the weather when weather symbols are used.</i> <i>I can understand when someone gives physical descriptions from a photo or art work.</i> <i>I can follow along with simple arithmetic problems when I can see the figures.</i> 			
<p>3) I can sometimes understand the main idea of signed conversations.</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 sometimes understand if people are referring to me in a signed conversation.</i> <i>I can sometimes understand if people are signing about their homes or asking for directions.</i> <i>I can sometimes understand a simple transaction between a customer and a sales clerk.</i> 			

Interpersonal Communication

I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.

4) I can exchange some personal information.

This is my goal.	I can do this with help.	I can do this easily.

Sample Learning Targets:

- *I can ... (customized)*
- *I can ask and express a home address and e-mail address.*
- *I can ask and express someone's nationality.*
- *I can ask about family members and their characteristics.*
- *I can ask about friends, classmates, teachers, or co-workers.*

5) I can exchange information using texts, graphs, or pictures.

This is my goal.	I can do this with help.	I can do this easily.

Sample Learning Targets:

- *I can ... (customized)*
- *I can ask about and identify familiar things in a picture from a story.*
- *I can ask about and identify important information about the weather using a map.*
- *I can ask and respond to simple questions about dates, times, places, and events on schedules, posters, and tickets.*
- *I can respond to simple questions based on graphs or visuals that provide information containing numbers or statistics.*

6) I can ask for and give simple directions.

This is my goal.	I can do this with help.	I can do this easily.

Sample Learning Targets:

- *I can ... (customized)*
- *I can ask for directions to a place.*
- *I can sign how to get from one place to another, such as go straight, turn left, or turn right.*
- *I can sign where something is located, such as next to, across from, or in the middle of.*

7) I can make plans with others.	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 accept or reject an invitation to do something or go somewhere.</i> • <i>I can invite and make plans with someone to do something or go somewhere.</i> • <i>I can exchange information about where to go, such as to the store, the movie theatre, a concert, a restaurant, the lab, or when to meet.</i> 			
8) I can interact with others in everyday situations.	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 order a meal.</i> • <i>I can make a purchase.</i> • <i>I can buy a ticket.</i> 			

Presentational (Expressive) Communication

I can present basic information on familiar topics using language I have practiced, using phrases and simple sentences.

9) I can present information about my life using phrases and simple sentences.	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 my family and friends.</i> • <i>I can describe my school.</i> • <i>I can describe where I work and what I do.</i> 			
10) I present a familiar experience or event in simple terms using phrases and simple sentences.	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 what I do in class or at work.</i> • <i>I can sign what I do during the weekend.</i> • <i>I can sign what happens after school or work.</i> 			
11) I can present basic information about a familiar person, place, or thing using phrases and simple sentences.	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 a useful website.</i> • <i>I can sign about my favorite musical group, actor, or author.</i> • <i>I can describe a landmark, vacation location, or a place I visited.</i> • <i>I can sign about a famous person from history.</i> 			

12) I can present information about others using phrases and simple sentences.	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 express others' likes and dislikes.</i> • <i>I can sign about others' free-time activities.</i> • <i>I can give basic biographical information about others.</i> 			
13) I can give basic instructions on how to make or do something using phrases and simple sentences.	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 express how to prepare something simple to eat.</i> • <i>I can describe a simple routine, like getting lunch in the cafeteria.</i> • <i>I can give simple directions to a nearby location or to an online resource.</i> 			
14) I can present basic information about things I have learned using phrases and simple sentences.	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 a simple process like a science experiment.</i> • <i>I can present information about a topic from a lesson based on pictures or photos.</i> • <i>I can present information about something I learned in a class or at work.</i> • <i>I can present information about something I learned in the community.</i> 			

Novice High

ACTFL Proficiency Guidelines 2012

VIEWING

At the Novice High sublevel, viewers are often but not always able to understand information from sentence-length signed speech, one utterance at a time, in basic personal and social contexts where there is contextual or extralinguistic support, though comprehension may often be very uneven. They are able to understand signing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.

SIGNING

Signers at the Novice High sublevel are able to handle a variety of tasks pertaining to the Intermediate level, but are unable to sustain performance at that level. They are able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects, and a limited number of activities, preferences, and immediate needs. Novice High signers respond to simple, direct questions or requests for information. They are also able to ask a few formulaic questions.

Novice High signers are able to express personal meaning by relying heavily on learned phrases or recombinations of these and what they see from their interlocutor. Their language consists primarily of short and sometimes incomplete sentences in the present, and may be hesitant or inaccurate. On the other hand, since their language often consists of expansions of learned material and stock phrases, they may sometimes sound surprisingly fluent and accurate. Vocabulary and syntax may be strongly influenced by the first language. Frequent misunderstandings may arise but, with repetition or rephrasing, Novice High signers can generally be understood by sympathetic interlocutors used to non-natives. When called on to handle a variety of topics and perform functions pertaining to the Intermediate level, a Novice High signer can sometimes respond in intelligible sentences, but will not be able to sustain sentence-level discourse.

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Novice Range

ACTFL Performance Descriptors for Language Learners 2012

INTERPRETIVE

OVERVIEW: *Understands words, phrases, and formulaic language that have been practiced and memorized to get meaning of the main idea from simple, highly predictable oral or written texts, with strong visual support.*

FUNCTIONS: Comprehends meaning through recognition of key words and formulaic phrases that are highly contextualized. May show emerging evidence of the ability to make inferences based on background and prior knowledge.

CONTEXTS/CONTENT: Comprehends texts with highly predictable, familiar contexts (those related to personal background, prior knowledge, or experiences).

TEXT TYPE: Derives meaning when authentic texts (listening, reading, or viewing) are supported by visuals or when the topic is very familiar. Comprehends texts ranging in length from lists, to phrases, to simple sentences, often with graphically organized information.

LANGUAGE CONTROL: Primarily relies on vocabulary to derive meaning from texts. May derive meaning by recognizing structural patterns that have been used in familiar and some new contexts.

VOCABULARY: Comprehends some, but not all of the time, highly predictable vocabulary, a limited number of words related to familiar topics, and formulaic expressions.

COMMUNICATION STRATEGIES: May use some or all of the following strategies to comprehend texts. Able to:

- Skim and scan
- Rely on visual support and background knowledge
- Predict meaning based on context, prior knowledge, and/or experience

For alphabetic languages:

- Rely on recognition of cognates
- May recognize word family roots, prefixes and suffixes

CULTURAL AWARENESS: Uses own culture to derive meaning from texts that are heard, read, viewed.

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Novice Range

ACTFL Performance Descriptors for Language Learners 2012

INTERPERSONAL

OVERVIEW: *Expresses self in conversations on very familiar topics using a variety of words, phrases, simple sentences, and questions that have been highly practiced and memorized.*

FUNCTIONS: Asks highly predictable and formulaic questions and responds to such questions by listing, naming, and identifying. May show emerging evidence of the ability to engage in simple conversation.

CONTEXTS/CONTENT: Able to function in some personally relevant contexts on topics that relate to basic biographical information.

TEXT TYPE: Understands and produces highly practiced words and phrases and occasional sentences. Able to ask formulaic or memorized questions.

LANGUAGE CONTROL: Can usually comprehend highly practiced and basic messages when supported by visual or contextual clues, redundancy or restatement, and when the message contains familiar structures. Can control memorized language sufficiently to be appropriate to the context and understood by those accustomed to dealing with language learners, however, at times with difficulty.

VOCABULARY: Able to understand and produce a number of high-frequency words, highly practiced expressions, and formulaic questions.

COMMUNICATION STRATEGIES: May use some or all of the following strategies to maintain communication. Able to:

- Imitate modeled words
- Use facial expressions and gestures
- Repeat words
- Resort to first language
- Ask for repetition
- Indicate lack of understanding

CULTURAL AWARENESS: May use culturally appropriate gestures and formulaic expressions in highly practiced applications. May show awareness of the most obvious cultural differences or prohibitions, but may often miss cues indicating miscommunication.

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Novice Range

ACTFL Performance Descriptors for Language Learners 2012

PRESENTATIONAL

OVERVIEW: *Communicates information on very familiar topics using a variety of words, phrases, and sentences that have been practiced and memorized.*

FUNCTIONS: Presents simple, basic information on very familiar topics by producing words, lists, notes, and formulaic language using highly practiced language. May show emerging evidence of the ability to express own thoughts and preferences.

CONTEXTS/CONTENT: Creates messages in some personally relevant contexts on topics that relate to basic biological information. May show emerging evidence of the ability to create messages in highly practiced contexts related to oneself and the immediate environment.

TEXT TYPE: Produces words and phrases and highly practiced sentences or formulaic questions.

LANGUAGE CONTROL: Produces memorized language that is appropriate to the context; limited language control may require a sympathetic audience to be understood.

VOCABULARY: Produces a number of high-frequency words and formulaic expressions; able to use a limited variety of vocabulary on familiar topics.

COMMUNICATION STRATEGIES: May use some of all of the following strategies to communicate.

Able to:

- Rely on a practiced format
- Use facial expressions and gestures
- Repeat words
- Resort to first language
- Use graphic organizers to present information
- Rely on multiple drafts and practice sessions with feedback
- Support presentational speaking with visuals and notes
- Support presentational writing with visuals or prompts

CULTURAL AWARENESS: May use some memorized culturally appropriate gestures, formulaic expressions, and basic writing conventions.

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