****

**INTERMEDIATE MID**

**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 MID**

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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 understand the main idea and key information in short straightforward informational texts.**

**Examples**

* *I can\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
* *I can understand a speaker’s description of how his/her family celebrates a holiday.*
* *I can identify the order of key events from a simple story read aloud.*
* *I can understand a simple everyday action movie scene.*
* *I can understand some basic facts reported by a witness regarding an accident.*
* *I can understand live or recorded introductions and descriptions by students from a partner school.*

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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 understand the main idea and key information**

**in short straightforward fictional texts.**

 **Examples**

* *I can\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
* *I can identify the beginning, middle and end of an audio short story.*
* *I can identify the main conflict in a live performance of a play.*
* *I can understand the motives of the antagonist in a thriller.*
* *I can identify the main idea of a simple poem at a poetry slam.*
* *I can understand the meaning of the refrain of a simple song.*

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

♦ This is my goal.

♦ I can do this with help.

♦ I can do this consistently.

* **I can identify the main idea and key information in short straightforward conversations.**

**Examples**

* *I can\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
* *I can understand basic questions or statements during a video conference with peers.*
* *I can understand conversations by students in a partner school during a Skype call.*
* *I can understand a conversation by peers talking about a local event.*
* *I can understand a conversation in which speakers are making decisions for a collaborative project.*
* *I can understand a conversation about the cost and availability of an item between a customer*

*and a salesperson.*

\* 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 **

**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 MID**

|  |
| --- |
| ***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 understand the main idea and key information in short straightforward informational texts.**

**Examples**

* *I can\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
* *I can understand the basic requirements for a career as described on a brochure.*
* *I can understand the personal messages exchanged in an online forum.*
* *I can understand what is asked for on a simple questionnaire in a popular magazine.*
* *I can understand product information in an ad.*
* *I can understand essential information in a feature story in a magazine.*

|  |
| --- |
| ***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 understand the main idea, theme and key information in short**

**straightforward fictional texts.**

 **Examples**

* *I can\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
* *I can identify the beginning, middle and end of a story.*
* *I can identify the main conflict in a play.*
* *I can understand where a scene takes place based on its description.*
* *I can identify the main idea and theme of a simple poem.*
* *I can understand the refrain of a song.*

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

* **I can identify the main idea and key information in short**

♦ This is my goal.

♦ I can do this with help.

♦ I can do this consistently.

**straightforward conversations.**

 **Examples**

* *I can\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
* *I can understand basic questions or statements exchanged during a video conference.*
* *I can understand questions about free-time activities posted by students on a partner school’s wiki.*
* *I can understand a virtual chat between a customer service representative and a customer.*
* *I can understand survey responses to open-ended questions about what one looks for in a friend.*
* *I can understand a virtual conversation to plan a collaborative 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 MID**

|  |
| --- |
| ***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 on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions.**

 **Examples**

* *I can\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
* *I can exchange information to create a poster to promote recycling and the benefits of it.*
* *I can participate in a conversation with someone about ways to save energy or money.*
* *I can exchange information to perform the stages of a science experiment.*
* *I can participate in a conversation with a partner to identify the information we need to plan a trip.*
* *I can participate in a conversation to learn about a service learning project.*

|  |
| --- |
| ***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 familiar**

**situations, creating sentences and series of sentences and asking**

**a variety of follow-up questions.**

 **Examples**

* *I can\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
* *I can interact with the pharmacist to get the proper medicine.*
* *I can interact to request a repair service for a broken appliance.*
* *I can interact to schedule an appointment in a hair salon and say what I need.*
* *I can interact to inquire about membership to a fitness club.*
* *I can interact with my friends to plan an ideal date.*

|  |
| --- |
| ***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 exchange preferences, feelings, or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and asking a variety of follow-up questions.**

 **Examples**

* *I can\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
* *I can exchange opinions related to dating practices in other countries and provide reasons for my opinion.*
* *I can exchange opinions on organic vs. non-organic food.*
* *I can exchange opinions about movies and express whether the original book or the movie is better.*
* *I can exchange ideas about sports in schools in the U.S. vs. other countries.*
* *I can exchange opinions about the length of the school day or work week.*

**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 MID**

|  |
| --- |
| ***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 on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions.**

 **Examples**

* *I can\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
* *I can exchange information in an online forum about how I celebrate my national holiday.*
* *I can compare different mapping apps with people in blog comments.*
* *I can respond to other people’s posting about ways to stay healthy.*
* *I can exchange blog posts about raising money for a cause.*
* *I can collaborate online with my partner to identify ways to conserve water.*

|  |
| --- |
| ***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 familiar**

**situations, creating sentences and series of sentences and asking**

**a variety of follow-up questions.**

 **Examples**

* *I can\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
* *I can interact online with peers in another culture to finalize plans for hosting them in my community.*
* *I can exchange comments related to my edits on a friend’s draft composition.*
* *I can exchange messages with my host family to learn about each other’s daily routines, chores and house rules.*
* *I can exchange messages with my teacher to request an extension due to an unforeseen personal matter.*
* *I can exchange messages with a travel agent to switch my flight date and destination.*

|  |
| --- |
| ***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 exchange preferences, feelings, or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and asking a variety of follow-up questions.**

 **Examples**

* *I can\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
* *I can participate in an online discussion in which people react to opportunities for part-time jobs.*
* *I can participate in an online discussion about what kind of diet is best.*
* *I can exchange opinions on a discussion board about which nominee deserves an award and why.*
* *I can post a positive book review in response to a negative one.*
* *I can participate in a fitness forum about staying fit without joining a gym.*

**Presentational Speaking or Signing 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 MID**

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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 a story about my life, activities, events and other social experiences, using sentences and series of connected sentences.**

 **Examples**

* *I can\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
* *I can describe my plans for an upcoming family or social event.*
* *I can talk about an experience related to my hobbies or activities.*
* *I can tell a simple story about a recent project I did.*
* *I can tell a simple story about a childhood memory or a recent family trip or event.*
* *I can describe plans for an upcoming work experience.*

|  |
| --- |
| ***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 about familiar topics and give some reasons**

**to support it, using sentences and series of connected sentences.**

 **Examples**

* *I can\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
* *I can present a review of an artwork or song and give specific reasons to support my point of view.*
* *I can give a presentation about a famous person or historical figure and give basic points about*

*the merits of their contributions.*

* *I can present basic points and support my position on common issues such as allowances for*

 *children, curfews for teenagers or budget-related topics.*

* *I can present the basic facts related to a current event and give specific reasons to support*

*my opinion of the event, using evidence I have researched.*

|  |
| --- |
| ***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 straightforward presentations on a variety of familiar topics and some concrete topics I have researched, using sentences and series of connected sentences.**

 **Examples**

* *I can\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
* *I can create an online video about my school or workplace.*
* *I can present a brief outline of a current or past event.*
* *I can present about a topic from an academic subject such as science, math, art, etc.*
* *I can describe how to plan and carry out an event in the target culture, such as a party or celebration.*
* *I can give a brief history of a famous person, landmark or cultural event.*

**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 MID**

|  |
| --- |
| ***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 a story about my life, activities, events and other social experiences, using sentences and series of connected sentences.**

 **Examples**

* *I can\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
* *I can write my plans for an upcoming family or social event.*
* *I can write about common events and daily routines at school or in my place of work.*
* *I can write about an experience related to my lifestyle or interests for a discussion board posting.*
* *I can write a simple story about a recent trip, project or childhood memory.*
* *I can write about personal, academic or professional goals for a college or job application.*

|  |
| --- |
| ***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 about familiar topics and give some reasons**

**to support it, using sentences and series of connected sentences.**

 **Examples**

* *I can\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
* *I can write a simple review of an artwork or song and give specific reasons to support my opinion.*
* *I can write a short autobiographical statement for a competitive application for a study abroad program or job.*
* *I can write a simple review of a movie, book, play or exhibit.*
* *I can share my point of view about a cause I’m interested in and reasons to support it on a blog or discussion forum.*
* *I can write a short opinion statement about a current event I have learned about or researched.*

|  |
| --- |
| ***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 straightforward presentations on a variety of familiar topics and some concrete topics I have researched, using sentences and series of connected sentences.**

 **Examples**

* *I can\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
* *I can write an announcement for the school newspaper or a work newsletter.*
* *I can write a short report about a topic I have learned about or researched on the job or in school.*
* *I can write an email or memo to explain or clarify something that has happened or will happen.*
* *I can compose a simple letter, response or article for a publication.*
* *I can write the minutes or a debrief of a club or other meeting.*