

NCSSFL-ACTFL CAN-DO STATEMENTS

**Communication and  
Intercultural Competence**

# Intermediate Mid



LINGUAFOLIO®

N C S S F L

# INTERMEDIATE MID



## INSTRUCTIONS

The NCSSFL-ACTFL Can-Do **Benchmarks** are *italicized* and are followed by specific Can-Do **Indicators** in **bold**. The indicators break down the benchmarks into smaller steps. Directly below the can-do learning indicators is a bulleted list of **Examples** that illustrate and make transparent what such expectations might look like. Benchmarks and indicators are aligned to ACTFL proficiency levels and sublevels and as such should **NOT** be modified. The blank can-do statement is designed for that purpose – to personalize learning targets that illustrate your language skills and performance.

Each statement should be assessed separately to identify a level of proficiency.

Self-Assessment Statement	Explanation
This is my goal.	This is something that I want to be able to do.
I can do this with help.	I am able to do this when prompted, when someone provides a word or hint, or after multiple tries.
I can do this consistently.	I have done this numerous times, comfortably and independently, without hesitation.
I have provided evidence to demonstrate this	Since I can do this without much effort, I have provided proof by sharing samples of my work that demonstrate this goal.

These self-assessment statements are provided to help you understand and document what you can do with the language that you are learning in each of the three modes of communication: interpretive, interpersonal and presentational.

- The **interpretive mode**\* describes how you interpret meaning from hearing, reading or viewing the language in a variety of ways (e.g. voice mail, podcasts, lyrics, television, stories, books, public announcements, etc.).
- The **interpersonal mode** describes how you engage in direct oral, written or signed communication with others (e.g. face-to-face conversations, online discussions or video conferences, emails, text messaging, etc.).
- The **presentational mode** describes how you speak, write or sign to a variety of audiences (e.g. leaving a voice message, making a presentation, giving directions to a group, delivering a speech, etc.).

\* What elements of literacy lead to higher levels of understanding in the Interpretive Mode?

Learners move along the proficiency continuum at different speeds in listening, reading or viewing. Learners bring prior skills and experience in L1 and L2 to the Interpretive mode. Factors that impact how well learners understand texts include:

- a) text complexity or length
- b) familiarity with topic and background
- c) knowledgeability to use literacy strategies such as recognizing key words, detecting the main idea, identifying supporting details, noting organizational features, guessing meaning from context, identifying logical inferences, identifying the author's perspective and cultural perspectives/norms.

## WHAT ARE THE NCSSFL-ACTFL CAN-DO STATEMENTS?

The 2017 NCSSFL-ACTFL Can-Do Statements, the result of collaboration between the National Council of State Supervisors for Languages (NCSSFL) and the American Council on the Teaching of Foreign Languages (ACTFL), guide:

- Language learners to identify and set learning goals and chart their progress towards language and intercultural proficiency;
- Educators to write communication learning targets for curriculum, unit and lesson plans;
- Stakeholders to clarify how well learners at different stages can communicate.

The statements are organized according to the Interpretive, Interpersonal and Presentational Modes of Communication as described in the World-Readiness Standards for Learning Languages:

- Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings and opinions.
- Presentational Communication: Learners present information, concepts and ideas to inform, explain, persuade and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers or viewers.

Aligned with the ACTFL Proficiency Guidelines 2012 and the ACTFL Performance Descriptors for Language Learners, the Can-Do Statements reflect the continuum of growth in communication skills through the Novice, Intermediate, Advanced, Superior and Distinguished levels.

The NCSSFL-ACTFL Can-Do Statements for Intercultural Communication and the Reflection Tool for Learners provide a set of examples and scenarios that show how learners use the target language and knowledge of culture to demonstrate their Intercultural Communicative Competence (ICC).

Just as the NCSSFL-ACTFL Can-Do Statements for language clarify the Communication standards in the World Readiness Standards, this tool is intended to clarify and support the Cultures standards (use the language to investigate, explain and reflect on the relationship between the practices or products and perspectives of cultures) and lead learners toward developing ICC. For the purpose of this document, ICC refers to the ability to interact effectively and appropriately with people from other language and cultural backgrounds. ICC develops as the result of a process of intentional goal-setting and self-reflection around language and culture and involves attitudinal changes toward one's own and other cultures. Intercultural communicative competence is essential for establishing effective, positive relationships across cultural boundaries, required in a global society.

*The revised language Can-Do Statements were the year-long work of a writing team spearheaded by State Supervisors of World Languages Kathy Shelton (OH) and Lisa Harris (VA) and ACTFL Director of Education Paul Sandrock. Members included: Ruta Couet (SC), Lynn Fulton-Archer (DE), Jessica Haxhi (CT), Ali Moeller (NE), Debbie Nicholson (WV), Christina Oh (VA), Fernando Rubio (UT), Thomas Sauer (KY), and Jacque Bott Van Houten (KY). The writing team met face-to-face three times and collaborated online over a nine-month period. Once a draft was developed, feedback was provided by over 470 professionals through an online survey and focus groups. The new Can-Do Statements for Intercultural Communication were developed through a 2016-17 task force chaired by Jacque Van Houten (KY), with sub-committee chairs Ruta Couet (SC), Nathan Lutz (NJ), Ali Moeller (NE), Paul Sandrock (ACTFL), and Kathy Shelton (OH), and with task force members Donna Clementi (WI), Mara Cobe (NC), Bonnie Flint (UT), Paula Garrett-Rucks (GA), Deborah Hefferon (MD), Michael Kluemper (KY), Sarah Lindstrom (CT), Dorie Perugini (CT), Mary Lynn Redmond (NC), Julie Sykes (OR), Alicia Vinson (KY), and Manuela Wagner (CT).*

<b>How to Use the Can-Do Statements</b>	<b>How NOT to use the Can-Do Statements</b>
<p><b>Can-Do Statements describe what learners can do consistently over time</b></p> <p>Learners demonstrate what they “can do” consistently in each mode and at each sub-level, in numerous situations throughout the learning process. Learners may be at different levels for different modes (Interpretive, Interpersonal, Presentational) or skills (reading, listening, writing, speaking, signing)</p>	<p><b>Can-Do Statements are NOT a checklist of tasks to be demonstrated once and checked off</b></p> <p>It is not sufficient for learners to show evidence of performance in just one specific situation; the indicators and examples at each sublevel illustrate how learners might demonstrate skills in each mode of communication through a wide variety of evidence.</p>
<p><b>Can-Do Statements help learners set goals as they progress along the proficiency continuum</b></p> <p>Can-Do Statements describe what learners can independently do at each sublevel and help pave the way to higher levels. Higher level skills and functions (e.g., using timeframes, understanding complex texts) need to be introduced at lower sublevels and built upon in order to have independent control of those skills and functions at higher sublevels.</p>	<p><b>Can-Do Statements are NOT a limitation of what to learn or teach</b></p> <p>Can-Do Statements do not show what to learn or teach at each sublevel; the descriptors show the skills and functions that can be done with full control at that sublevel. Learners should work with authentic texts and real-life scenarios at all levels and sublevels and set goals for how to progress to the next higher level.</p>
<p><b>The sets of examples can be adapted to match school, district or postsecondary curriculum as well as independent learning goals</b></p> <p>The examples include topics that expand across the proficiency continuum, from familiar (daily life, personal experiences, classroom or researched topics) to concrete to abstract. Learners and educators are encouraged to customize the “I can . . .” examples in order to fit the content and context of the learning and the targeted proficiency level.</p>	<p><b>The sets of examples are NOT a prescribed curriculum</b></p> <p>The Can-Do Statements include examples of communicative performance to adapt or modify for local curricula; they are not intended to provide ready-made lessons. The examples provided do not claim to be exhaustive or specific to a level of schooling.</p>
<p><b>Can-Do statements are a starting point for self-assessment, goal-setting and the creation of rubrics for performance-based grading</b></p> <p>Learners and educators use the statements for self-evaluation to become more aware of what they know and can do in the target language. By using statements aligned to the proficiency scale, educators can more easily create rubrics that enable learners to chart their progress.</p>	<p><b>The Can-Do statements are NOT used as an instrument for determining a letter or number grade</b></p> <p>Growth in acquiring a language is measured over time when tasks are integrated into performance assessments and evaluated using rubrics based on the ACTFL proficiency descriptors.</p>

# Can-Do Statements for Intercultural Communication

## Introduction

The *NCSSFL-ACTFL Can-Do Statements for Intercultural Communication* and the *Reflection Tool for Learners* provide a set of examples and scenarios that show how learners use the target language and knowledge of culture to demonstrate their Intercultural Communicative Competence (ICC).

Just as the *NCSSFL-ACTFL Can-Do Statements* for language clarify the Communication standards in the World Readiness Standards, this tool is intended to clarify and support the Cultures standards and lead learners toward developing ICC. For the purpose of this document, ICC refers to the ability to interact effectively and appropriately with people from other language and cultural backgrounds. ICC develops as the result of a process of intentional goal-setting and self-reflection around language and culture and involves attitudinal changes toward one's own and other cultures. Intercultural communicative competence is essential for establishing effective, positive relationships across cultural boundaries, required in a global society.

### **Cultures Goal: Interact with cultural competence and understanding.**

**Standard:** Learners use the language to investigate, explain and reflect on the relationship between **Practices and Perspectives** of the cultures studied.

**Standard:** Learners use the language to investigate, explain and reflect on the relationship between **Products and Perspectives** of the cultures studied.

*World Readiness Standards*

### **The NCSSFL-ACTFL Can-Do Statements for Intercultural Communication:**

- Provide samples of how learners can develop and demonstrate their ICC through the language they are learning. The extent to which one can fully understand and participate in a culture is related to the level of language proficiency.
- Apply to a variety of learning and life environments, such as in elementary school, an immersion class, a high school or college course, independent learning, a study abroad situation, or a work setting.
- Serve as a framework, not a curriculum, to integrate target language use and intercultural competencies in instruction, making clear the inextricable link between language and culture.
- Focus on communicative interaction in another culture, i.e., the ability to communicate and articulate in the target language and behave appropriately in the target culture.
- Are illustrated with examples for each proficiency level, paired as complementary examples as learners Investigate and Interact.
- Support deeper learning by providing a Reflection tool with sample scenarios that show how educators can organize activities for intercultural reflection, both inside the classroom in the target language and outside the classroom in English or the target language.
- Are meant to be used as part of a school-wide program that includes educator collaboration with other content areas and time for guided learner reflection on their intercultural experiences.

The use of the NCSSFL-ACTFL Can-Do Statements for Intercultural Communication can be a first step in the process to simplify the complexities of ICC and provide guidance for educators and learners. Rather than a linear process, ICC is more iterative and interactive, like a mosaic of various cultural experiences informed by self-reflection. Each individual begins at different cognitive, cultural and linguistic stages and progresses at various rates

**NCSSFL-ACTFL CAN-DO STATEMENTS**  
**Proficiency Benchmarks**



NOVICE	INTERMEDIATE	ADVANCED	SUPERIOR	DISTINGUISHED
<b>Interpretive Benchmarks</b>				
<p>I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written or signed.</p>	<p>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.</p>	<p>I can understand the main message and supporting details on a wide variety of familiar and general interest topics across various time frames from complex, organized texts that are spoken, written or signed.</p>	<p>I can interpret and infer meaning from complex, academic and professional texts on a range of unfamiliar, abstract, and specialized issues that are spoken, written or signed.</p>	<p>I can interpret and infer meaning from dense, structurally sophisticated texts on a wide range of global issues and highly abstract concepts, with deeply embedded cultural references and colloquialisms and dialects that are spoken, written or signed.</p>
<b>Interpersonal Benchmarks</b>				
<p>I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences and questions.</p>	<p>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.</p>	<p>I can maintain spontaneous spoken, written, or signed conversations and discussions across various time frames on familiar, as well as unfamiliar, concrete topics using series of connected sentences and probing questions.</p>	<p>I can participate fully and effectively in spontaneous spoken, written, or signed discussions and debates on issues and ideas ranging from broad general interests to my areas of specialized expertise, including supporting arguments and exploring hypotheses.</p>	<p>I can interact, negotiate, and debate on a wide range of global issues and highly abstract concepts, fully adapting to the cultural context of the conversation, using spoken, written or signed language.</p>
<b>Presentational Benchmarks</b>				
<p>I can present information on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written or signed language.</p>	<p>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.</p>	<p>I can deliver detailed and organized presentations on familiar as well as unfamiliar concrete topics, in paragraphs and using various time frames through spoken, written or signed language.</p>	<p>I can deliver extended presentations on hypothetical or abstract issues and ideas ranging from broad general interests to my areas of specialized expertise, with precision of expression and to a wide variety of audiences, using spoken, written or signed language.</p>	<p>I can deliver sophisticated and articulate presentations on a wide range of global issues and highly abstract concepts, fully adapting to the cultural context of the audience, using spoken, written or signed language.</p>

# INTERMEDIATE MID

## Intermediate Benchmark Interpretive Listening or Viewing

*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.*

This is my goal.

I can do this with help.

I can do this consistently.

I have provided evidence to demonstrate this.

*What can I understand, interpret or analyze in authentic informational texts that I hear or view?*

**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.

*What can I understand, interpret or analyze in authentic fictional texts that I hear or view?*

**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.

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

**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.

# INTERMEDIATE MID

## Intermediate Benchmark Interpretive Reading

*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.*

This is my goal.

I can do this with help.

I can do this consistently.

I have provided evidence to demonstrate this.

*What can I understand, interpret or analyze in authentic informational texts that I read?*

**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 that I read?*

**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 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 discussions I read, in which I am not a participant?*

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

# INTERMEDIATE MID

## Intermediate Benchmark

### Interpersonal Listening/Speaking or Signing

*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.*

This is my goal.

I can do this with help.

I can do this consistently.

I have provided evidence to demonstrate this.

*How can I exchange information and ideas in conversations?*

**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?*

**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?*

**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.

# INTERMEDIATE MID

## Intermediate Benchmark Interpersonal Reading/Writing

*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.*

This is my goal.

I can do this with help.

I can do this consistently.

I have provided evidence to demonstrate this.

*How can I exchange information and ideas in conversations?*

**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?*

**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?*

**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 where 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.

<p><b>Intermediate Benchmark</b>  <b>Presentational Speaking or Signing</b></p> <p><i>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.</i></p>	This is my goal.	I can do this with help.	I can do this consistently.	I have provided evidence to demonstrate this.
<p><i>How can I present information to narrate about my life, experiences and events?</i></p>				
<p><b>I can tell a story about my life, activities, events and other social experiences, using sentences and series of connected sentences.</b></p> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>• I can _____</li> <li>• I can describe my plans for an upcoming family or social event.</li> <li>• I can talk about an experience related to my hobbies or activities.</li> <li>• I can tell a simple story about a recent project I did.</li> <li>• I can tell a simple story about a childhood memory or a recent family trip or event.</li> <li>• I can describe plans for an upcoming work experience.</li> </ul>				
<p><i>How can I present information to give a preference, opinion or persuasive argument?</i></p>				
<p><b>I can express my preferences on familiar and everyday topics of interest and explain why I feel that way, using simple sentences.</b></p> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>• I can _____</li> <li>• I can present a review of an artwork or song and give specific reasons to support my point of view.</li> <li>• I can give a presentation about a famous person or historical figure and give basic points about the merits of their contributions.</li> <li>• I can present basic points and support my position on common issues such as allowances for children, curfews for teenagers or budget-related topics.</li> <li>• 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.</li> </ul>				
<p><i>How can I present information to inform, describe or explain?</i></p>				
<p><b>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.</b></p> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>• I can _____</li> <li>• I can create an online video about my school or workplace.</li> <li>• I can present a brief outline of a current or past event.</li> <li>• I can present about a topic from an academic subject such as science, math, art, etc.</li> <li>• I can describe how to plan and carry out an event in the target culture, such as a party or celebration.</li> <li>• I can give a brief history of a famous person, landmark or cultural event.</li> </ul>				

<h2>Intermediate Benchmark</h2> <h3>Presentation Writing</h3> <p><i>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.</i></p>	This is my goal.	I can do this with help.	I can do this consistently.	I have provided evidence to demonstrate this.
<p><i>How can I present information to narrate about my life, experiences and events?</i></p>				
<p><b>I can tell a story about my life, activities, events and other social experiences, using sentences and series of connected sentences.</b></p> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>• I can _____</li> <li>• I can write my plans for an upcoming family or social event.</li> <li>• I can write about common events and daily routines at school or in my place of work.</li> <li>• I can write about an experience related to my lifestyle for a discussion board posting.</li> <li>• I can write a simple story about a recent trip, project or childhood memory.</li> <li>• I can write about personal, academic or professional goals for a college or job application.</li> </ul>				
<p><i>How can I present information to give a preference, opinion or persuasive argument?</i></p>				
<p><b>I can express my preferences on familiar and everyday topics of interest and explain why I feel that way, using simple sentences.</b></p> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>• I can _____</li> <li>• I can write a simple review of an artwork or song and give specific reasons to support my opinion.</li> <li>• I can write a short autobiographical statement for a competitive application for a study abroad program or job.</li> <li>• I can write a simple review of a movie, book, play or exhibit.</li> <li>• 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.</li> <li>• I can write a short opinion statement about a current event I have researched.</li> </ul>				
<p><i>How can I present information to inform, describe or explain?</i></p>				
<p><b>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.</b></p> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>• I can _____</li> <li>• I can write an announcement for the school newspaper or a work newsletter.</li> <li>• I can write a short report about a topic I have learned about or researched on the job or in school.</li> <li>• I can write an email or memo to explain or clarify something that has happened or will happen.</li> <li>• I can compose a simple letter, response or article for a publication.</li> <li>• I can write the minutes or a debrief of a club or other meeting.</li> </ul>				

# INTERCULTURAL COMMUNICATION



## Investigate

### INVESTIGATE PRODUCTS AND PRACTICES TO UNDERSTAND CULTURAL PERSPECTIVES

#### INTERMEDIATE BENCHMARK

In my own and other cultures I can make comparisons between products and practices to help me understand perspectives.

In my own and other cultures I can compare products related to everyday life and personal interests or studies.

In my own and other cultures I can compare practices related to everyday life and personal interests or studies.

#### ADVANCED BENCHMARK

In my own and other cultures I can explain some diversity among products and practices and how it relates to perspectives.

In my own and other cultures I can explain how a variety of products of public and personal interest are related to perspectives.

In my own and other cultures I can explain how a variety of practices within familiar and social situations are related to perspectives.

## Interact

### INTERACT WITH OTHERS IN AND FROM ANOTHER CULTURE

#### INTERMEDIATE BENCHMARK

I can interact at a functional level in some familiar contexts.

I can converse with peers from the target culture in familiar situations at school, work or play, and show interest in basic cultural similarities and differences.

I can recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders.

#### ADVANCED BENCHMARK

I can interact at a competent level in familiar and some unfamiliar contexts.

I can converse comfortably with others from the target culture in familiar and some unfamiliar situations and show some understanding of cultural differences.

I can demonstrate awareness of subtle differences among cultural behaviors and adjust my behavior accordingly in familiar and some unfamiliar situations.