

NCSSFL-ACTFL CAN-DO STATEMENTS

**Communication and  
Intercultural Competence**

# Novice High



LINGUAFOLIO®

N C S S F L

# NOVICE HIGH



## 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>

# NOVICE HIGH

## Novice Benchmark Interpretive Listening or Viewing

*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.*

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 or interpret in authentic informational texts that I hear or view?*

**I can identify the topic and some isolated facts from simple sentences in informational texts.**

### Examples

- I can \_\_\_\_\_
- I can understand the name of a product, the cost and where to buy it from a radio ad.
- I can understand who to pick up and where to take them from a friends' voicemail.
- I can follow a YouTube video on how to play a simple game.
- I can understand an emergency alert during a TV show.
- I can understand when a sports announcer introduces the team players.

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

**I can identify the topic and some isolated elements from simple sentences in short fictional texts.**

### Examples

- I can \_\_\_\_\_
- I can identify where and when a read-aloud story takes place.
- I can identify how to get to the next level when playing a video game.
- I can identify some of the events in a videostreamed show.
- I can identify some of the traits of a superhero described in video comic books.
- I can identify some actions described in a movie scene.

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

**I can understand familiar questions and simple sentences in conversations.**

### Examples

- I can \_\_\_\_\_
- I can sometimes understand to whom people are directing their conversation.
- I can understand someone's simple descriptions of a photo.
- I can understand questions about someone's social schedule.
- I can understand simple compliments given to a hostess.
- I can understand simple questions a guest asks about family.

# NOVICE HIGH

## Novice Benchmark

### Interpretive Reading

*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.*

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 or interpret in authentic informational texts that I read?*

**I can identify the topic and some isolated facts from simple sentences in informational texts.**

**Examples**

- I can \_\_\_\_\_
- I can follow directions in a Scavenger Hunt game.
- I can understand a variety of simple messages on greeting cards.
- I can understand someone’s profile on a social media site.
- I can select a movie based on a short description.
- I can understand some facts about the weather, especially when weather symbols are used.

*What can I understand or interpret in authentic fictional texts that I read?*

**I can identify the topic and some isolated elements from simple sentences in short fictional texts.**

**Examples**

- I can \_\_\_\_\_
- I can identify the topic of a short story.
- I can identify the topic of a poem.
- I can identify some of the events in a fairy tale.
- I can identify some of the traits of a superhero as described in a comic book.
- I can identify some actions described in a scene from a play.

*What can I understand or interpret in conversations or discussions that I read, in which I am not a participant?*

**I can understand familiar questions and simple sentences in conversations.**

**Examples**

- I can \_\_\_\_\_
- I can understand someone’s simple description of a photo on Instagram.
- I can understand questions about class schedules in a group text message.
- I can understand simple feedback on a homework assignment.
- I can understand simple questions about family in correspondence among ePals.
- I can understand simple questions in a forum discussion.

# NOVICE HIGH

## Novice Benchmark

### Interpersonal Listening/Speaking or Signing

*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.*

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 request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time.**

#### Examples

- I can \_\_\_\_\_
- I can exchange information about things to do in my town.
- I can exchange information about which classes are harder or easier than others and why.
- I can ask and respond to some simple questions about an infographic.
- I can contribute to a conversation about a story by identifying who, what, where and when.
- I can ask and answer questions about a job opening.

*How can I meet my needs in conversations?*

**I can interact with others to meet my basic needs related to routine everyday activities, using simple sentences and questions most of the time.**

#### Examples

- I can \_\_\_\_\_
- I can ask for directions when I'm lost.
- I can interact with a partner to plan who will do what for an upcoming project and when.
- I can exchange advice to choose an outfit for an event.
- I can confirm with my partner the time, place and reason for a meeting.
- I can interact with a partner to decide whether to cancel an event given the weather forecast.

*How can I express and react to preferences and opinions in conversations?*

**I can express, ask about, and react to preferences, feelings or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic.**

#### Examples

- I can \_\_\_\_\_
- I can exchange recommendations about the best apps for different purposes.
- I can interact with friends to identify the kinds of photos I think are appropriate to post on social media.
- I can compare schedules with a friend to identify who has a harder week ahead.
- I can exchange opinions about my school's cafeteria food.
- I can exchange with others some ideas about ways to stay healthy.

# NOVICE HIGH

## Novice Benchmark

### Interpersonal Reading/Writing

*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.*

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 request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time.**

#### Examples

- I can \_\_\_\_\_
- I can exchange information with an e-Pal about what I do for fun.
- I can exchange texts with a friend about local music venues.
- I can respond to an email about a sporting event I attended.
- I can write a response to an e-card greeting.
- I can exchange information about the latest video game in an online chat.

*How can I meet my needs in conversations?*

**I can interact with others to meet my basic needs related to routine everyday activities, using simple sentences and questions most of the time.**

#### Examples

- I can \_\_\_\_\_
- I can interact online to ask and answer questions about a homework assignment.
- I can make plans for a picnic with others via text messages.
- I can text my friend to bring me something from a restaurant and answers my friend's questions.
- I can exchange messages to set up the steps for an experiment or project.
- I can exchange information with a doctor's office to prepare for an upcoming appointment.

*How can I express and react to preferences and opinions in conversations?*

**I can express, ask about, and react to preferences, feelings or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic.**

#### Examples

- I can \_\_\_\_\_
- I can craft a response to a blog post about movie recommendations.
- I can ask and react to a friend's post on a social media site.
- I can exchange preferences of things to do with visitors on a shared Wiki.
- I can add my comments to those of others about something I read on a forum about sports.
- I can exchange preferences about video games on a gaming site.

# NOVICE HIGH

## Novice Benchmark

### Presentational Speaking or Signing

*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.*

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 present information to narrate about my life, experiences and events?*

**I can present personal information about my life and activities, using simple sentences most of the time.**

#### Examples

- I can \_\_\_\_\_
- I can identify whom I and people in other cultures consider to be part of the family, using a few simple details.
- I can describe where I work and what I do.
- I can tell a peer or colleague what I did this weekend.
- I can give biographical information about others.
- I can give some simple reasons why I am late for an appointment.

*How can I present information to give a preference or opinion?*

**I can express my preferences on familiar and everyday topics of interest, using simple sentences most of the time.**

#### Examples

- I can \_\_\_\_\_
- I can recommend places to experience a variety of art and music styles.
- I can tell about my favorite actor or author.
- I can tell about others' likes and dislikes.
- I can present a brief description of a website I find useful.
- I can give a few details about my favorite restaurant.

*How can I present information to inform or describe?*

**I can present on familiar and everyday topics, using simple sentences most of the time.**

#### Examples

- I can \_\_\_\_\_
- I can identify some elements of a classroom, a school schedule or levels of schooling.
- I can present information on something I learned about in a class or at work.
- I can describe a simple routine such as getting lunch in a cafeteria or restaurant.
- I can give simple directions to a nearby location.
- I can describe a simple process such as how to make something or the steps of a science experiment.

# NOVICE HIGH

## Novice Benchmark

### Presentational Writing

*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.*

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 present information to narrate about my life, experiences and events?*

**I can present personal information about my life and activities, using simple sentences most of the time.**

#### Examples

- I can \_\_\_\_\_
- I can identify whom I and people in other cultures consider part of the family, using a few simple details.
- I can write a short note, text or email to my friend about upcoming plans.
- I can write information about my daily life in a letter, blog, discussion or email message.
- I can write about a field trip, an event or an activity that I participated in.
- I can write the sequence of events from a story I've read or a video I've seen.

*How can I present information to give a preference or opinion?*

**I can express my preferences on familiar and everyday topics of interest, using simple sentences most of the time.**

#### Examples

- I can \_\_\_\_\_
- I can recommend places to experience a variety of art and music styles.
- I can write about others' likes and dislikes to form a team or work group.
- I can create a slogan and short description for an advertisement.
- I can write a description of my favorite character from a story.
- I can make a simple poster to campaign for a person or event.

*How can I present information to inform or describe?*

**I can present on familiar and everyday topics, using simple sentences most of the time.**

#### Examples

- I can \_\_\_\_\_
- I can identify in writing some elements of a classroom, school schedule or levels or schooling in my own and other cultures.
- I can write simple captions for pictures or photos.
- I can write simple directions to a nearby location.
- I can write a simple process such as how to solve a math problem.
- I can write an email requesting more information about something found online such as a local event or student organization.

# INTERCULTURAL COMMUNICATION



## Investigate

INVESTIGATE PRODUCTS AND PRACTICES TO UNDERSTAND CULTURAL PERSPECTIVES

### NOVICE BENCHMARK

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

In my own and other cultures I can identify some typical products related to familiar everyday life.

In my own and other cultures I can identify some typical practices related to familiar everyday life.

### 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.

## Interact

INTERACT WITH OTHERS IN AND FROM ANOTHER CULTURE

### NOVICE BENCHMARK

I can interact at a survival level in some familiar everyday contexts.

I can communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness.

I can use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.

### 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.