

NCSSFL-ACTFL CAN-DO STATEMENTS

**Communication and
Intercultural Competence**

Novice Mid



LINGUAFOLIO®

N C S S F L

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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).

How to Use the Can-Do Statements	How NOT to use the Can-Do Statements
<p>Can-Do Statements describe what learners can do consistently over time</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>Can-Do Statements are NOT a checklist of tasks to be demonstrated once and checked off</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>Can-Do Statements help learners set goals as they progress along the proficiency continuum</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>Can-Do Statements are NOT a limitation of what to learn or teach</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>The sets of examples can be adapted to match school, district or postsecondary curriculum as well as independent learning goals</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>The sets of examples are NOT a prescribed curriculum</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>Can-Do statements are a starting point for self-assessment, goal-setting and the creation of rubrics for performance-based grading</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>The Can-Do statements are NOT used as an instrument for determining a letter or number grade</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
Interpretive Benchmarks				
<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>
Interpersonal Benchmarks				
<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>
Presentational Benchmarks				
<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 MID

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 some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in informational texts.

Examples

- I can _____
- I can understand the time announced for a store closing.
- I can understand directions for setting the table.
- I can follow directions to fill out a simple graphic organizer.
- I can understand the names of the planets in a science lesson or video.
- I can recognize some weather expressions in a forecast.

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

I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in fictional texts.

Examples

- I can _____
- I can identify some phrases describing a character in a story.
- I can identify some phrases from a read-aloud story.
- I can recognize a familiar or memorized line from a TV show.
- I can recognize some events from a cartoon.
- I can recognize a song's common one-line refrain.

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

I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in conversations.

Examples

- I can _____
- I can understand when someone asks a person's name.
- I can recognize a time or date when plans for an event are discussed.
- I can recognize some common expressions when people are discussing the weather.
- I can understand simple instructions given by a parent to a child on the playground.
- I can understand the difference between a statement and a question in peoples' conversations.

NOVICE MID



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 some basic facts from memorized or familiar words and phrases when they are supported by visuals in informational texts.

Examples

- I can _____
- I can identify nutritional categories on food labels.
- I can identify items on a shopping list.
- I can identify names of classes and their locations on a schedule.
- I can identify my departure and arrival times from a transportation schedule.
- I can understand subject specific terms on a word wall.

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

I can identify some basic facts from memorized or familiar words and phrases when they are supported by visuals in fictional texts.

Examples

- I can _____
- I can identify some phrases describing a character in a story.
- I can identify some phrases in captions from pictures in a book.
- I can recognize a familiar memorized line from a poem.
- I can recognize some events from a story timeline.
- I can recognize a common one-line refrain from the lyrics of a song.

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

I can identify some basic facts from memorized or familiar words and phrases when they are supported by visuals in conversations.

Examples

- I can _____
- I can recognize dates in an email message.
- I can recognize very common abbreviations in a text message.
- I can recognize whether a correspondence is formal or informal.
- I can understand the time in a meeting request.
- I can understand familiar directions on a mobile app.

NOVICE MID

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 a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases and simple sentences.

Examples

- I can _____
- I can ask who, what, where or when questions about a party.
- I can contribute to a conversation about music by giving an example of a style I like.
- I can share the time and date of an upcoming community event.
- I can respond to a math question reciting a simple mathematical operation (e.g., 2 times 3 is 6).
- I can interact with a partner in class to complete a “fill-in-the-blank” worksheet in a science or other lesson.

How can I meet my needs in conversations?

I can express basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, simple sentences and questions.

Examples

- I can _____
- I can introduce someone else and ask a few related questions.
- I can say that I am hungry, cold or tired and ask others.
- I can ask and answer simple questions about homework.
- I can politely ask someone to repeat something I did not understand.
- I can ask and understand how much something costs.

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

I can express my preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, simple sentences and questions.

Examples

- I can _____
- I can exchange preferences with my friends about our likes and dislikes.
- I can ask and answer questions about what kinds of chores are easier or more enjoyable.
- I can add to a conversation what I like and dislike about having a pet.
- I can exchange preferences about which subjects I like or dislike.
- I can ask and answer questions about favorite singers.

NOVICE MID

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 a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases and simple sentences.

Examples

- I can _____
- I can ask and answer questions about school, food or hobbies in an online conversation.
- I can text questions and answers about the type of restaurant we plan to go to tonight.
- I can respond to an e-invitation and ask questions about the event.
- I can write a post-it note in response to a discussion question.
- I can text a backroom chat response.

How can I meet my needs in conversations?

I can express basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, simple sentences and questions.

Examples

- I can _____
- I can respond to online survey questions to say where I want to study abroad and when.
- I can add personalized birthday wishes to a friend on a social media site.
- I can respond to a text message asking for an alternative day or time for an appointment.
- I can ask questions to the online sales rep about an item.
- I can participate in a simple online exchange to get ready for an upcoming trip.

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

I can express my preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, simple sentences and questions.

Examples

- I can _____
- I can choose answers in an online personality survey.
- I can post clothing photos on a social media site and ask advice about which to buy.
- I can read a note from my roommate about evening plans and write a short response.
- I can tweet my opinion about a new movie in response to other tweets.
- I can react to my classmates' posts on an online learning tool.

NOVICE MID

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 information about myself, my interests and my activities using a mixture of practiced or memorized words, phrases and simple sentences.

Examples

- I can _____
- I can name my family members, their ages, their relationships to me, and what they like to do.
- I can state a few personality or physical characteristics of a hero of mine.
- I can identify parts of my house, my school or my place of work.
- I can name places in my community, town, city, state or country.
- I can tell someone my activities and schedule for the day.

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

I can express my likes and dislikes on very familiar and everyday topics of interest using a mixture of practiced or memorized words, phrases and simple sentences.

Examples

- I can _____
- I can tell where I like to go to see art or listen to music.
- I can say how much I like or don't like certain foods.
- I can state my favorite free-time activities and those I don't like.
- I can state which actors or authors I like the best.
- I can say which school subjects are my most and least favorite.

How can I present information to inform or describe?

I can present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases and simple sentences.

Examples

- I can _____
- I can give some simple information about my classroom or school.
- I can tell the location of a city relative to another city on a map.
- I can present simple information about my town or city.
- I can give some simple information about animals, foods or sports based on pictures or photos.
- I can give some simple information about historical figures based on pictures or photos.

NOVICE MID

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.

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 information about myself, my interests and my activities using a mixture of practiced or memorized words, phrases and simple sentences.

Examples

- I can _____
- I can caption a photo with my family members' names, ages, relationship to me and what they like to do.
- I can write about what I look like so someone can recognize me.
- I can write the physical or personality traits of a character in a book.
- I can list my classes or work activities and tell what time they start and end.
- I can list my weekend activities and who does them with me.

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

I can express my likes and dislikes on very familiar and everyday topics of interest using a mixture of practiced or memorized words, phrases and simple sentences.

Examples

- I can _____
- I can write where I go to see art or listen to music.
- I can write how much I like or don't like certain sports.
- I can create a bulleted list telling why a class is my favorite.
- I can write a rank-ordered list of my favorite and least favorite free-time activities.
- I can caption pictures of what I consider to be good and bad lunch options.

How can I present information to inform or describe?

I can present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases and simple sentences.

Examples

- I can _____
- I can write some simple information about my classroom or school.
- I can write a to-do list.
- I can list my daily activities.
- I can fill out a simple schedule.
- I can write some simple details about animals, food, historical figures or sports based on pictures or photos.

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.