

NCSSFL-ACTFL CAN-DO STATEMENTS
For Use With LinguaFolio®

Advanced Low



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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.

ADVANCED LOW

Advanced Benchmark Interpretive Listening or Viewing

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.

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 identify the underlying message and some supporting details across major time frames in descriptive informational texts.

Examples

- I can _____
- I can understand short presentations about famous people in history.
- I can follow the details of televised promotions for upcoming programs.
- I can identify the events of a travel writer’s most recent trip as recounted in a podcast.
- I can understand the main points of a recorded short story.
- I can understand a talk about a student’s study abroad experience.

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

I can follow the main story and some supporting details across major time frames in fictional texts.

Examples

- I can _____
- I can understand the moral lesson expressed in an oral fable.
- I can identify events that influenced a character’s decisions in an opera.
- I can identify the historical values expressed in an epic poem.
- I can identify the political beliefs of characters in an historical re-enactment.
- I can understand the reasons for a character’s transformation in a play.

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

I can understand the main message and some supporting details across major time frames in conversation and discussions.

Examples

- I can _____
- I can understand the discussion about the remodeling of a room between an interior designer and a customer.
- I can understand the feelings expressed by friends about their parents or relatives.
- I can understand a couple’s plans for their wedding and honeymoon.
- I can follow a video conferencing session where participants are talking about a planned environmental project.
- I can understand a conversation where friends express their concerns about an upcoming election.

ADVANCED LOW



Advanced Benchmark Interpretive Reading

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.

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 identify the underlying message and some supporting details across major time frames in descriptive informational texts.

Examples

- I can _____
- I can understand written summaries of candidates' platforms to make a voting decision.
- I can understand some events described in an excerpt from an historical journal.
- I can understand absentee and sick leave policies in an employee handbook.
- I can read movie reviews to choose what to watch.
- I can read a catalogue of course descriptions to choose my classes.

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

I can follow the main story and some supporting details across major time frames in fictional texts.

Examples

- I can _____
- I can understand the moral lesson expressed in a fable.
- I can understand the details that motivated the main character to commit a crime in a mystery.
- I can identify the historical values expressed in an epic poem.
- I can understand the main points of a science fiction short story.
- I can understand the reasons for a character's transformation in a chapter of a graphic novel.

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

I can understand the main message and some supporting details across major time frames in conversation and discussions.

Examples

- I can _____
- I can understand a discussion about a home remodeling on a designer's blog.
- I can understand an email thread about someone's wedding plans.
- I can understand an online forum where people express concerns about an upcoming election.
- I can understand an exchange of letters relating to a product malfunction.
- I can understand reactions and responses in an electronic discussion about a new law.

Advanced Benchmark
Interpersonal Listening/Speaking or Signing

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.

This is my goal.	I can do this with help.	I can do this consistently.	I have provided evidence to demonstrate this.
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How can I exchange information and ideas in conversations?

I can exchange information and ideas in discussions on a variety of familiar and concrete academic and social topics, using a few simple paragraphs across major time frames.

Examples

- I can _____
- I can participate in a conversation to identify current and past examples of challenges that immigrants faced.
- I can discuss with others the preparations that have been done and need to be done for an upcoming play or presentation.
- I can discuss with a friend on the phone a problem I am having and come up with solutions.
- I can discuss important historical events and their connection to the present.

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How can I meet my needs or address situations in conversations?

I can interact and negotiate to resolve an unexpected complication that arises in a familiar situation, using a few simple paragraphs across major time frames.

Examples

- I can _____
- I can negotiate with a customer service representative to receive a refund for an item I purchased.
- I can interact with my supervisor to request time off from work and explain why I need it.
- I can discuss with a friend how and when I am going to replace an item that I borrowed and then lost.
- I can interact with the hotel staff to request a room switch.
- I can discuss with the rental agent what happened to a rental car.

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

I can maintain conversations by providing explanations and comparisons of preferences, opinions and advice on familiar and concrete academic and social topics, using a few simple paragraphs across major timeframes.

Examples

- I can _____
- I can discuss preferences for candidates in a local election based on their positions on various community issues.
- I can exchange opinions on the pros and cons of different study abroad programs to enhance a future career.
- I can discuss the effects that lowering the drinking age might have on binge drinking.
- I can discuss laws related to texting while driving.

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ADVANCED LOW

Advanced Benchmark Interpersonal Reading/Writing

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.

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 and ideas in discussions on a variety of familiar and concrete academic and social topics, using a few simple paragraphs across major time frames.

Examples

- I can _____
- I can discuss online how musical preferences of young people have changed from generation to generation.
- I can have a virtual written exchange with an international group, sharing information about an important current event.
- I can provide collaborative feedback via online peer editing on a classmate's research paper.
- I can contribute to an online discussion about a current social issue.

How can I meet my needs or address situations in conversations?

I can interact and negotiate to resolve an unexpected complication that arises in a familiar situation, using a few simple paragraphs across major time frames.

Examples

- I can _____
- I can exchange messages with a friend to explain why I had to cancel a planned activity.
- I can negotiate with an online agent the release of information needed for a college application.
- I can exchange messages with a colleague to discuss a difficult situation of a mutual friend.
- I can exchange online messages to correct a mistake made on my job application and provide the corrected information.

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

I can maintain conversations by providing explanations and comparisons of preferences, opinions and advice on familiar and concrete academic and social topics, using a few simple paragraphs across major timeframes.

Examples

- I can _____
- I can exchange advice online about how to behave when visiting and eating dinner with a family in a different culture.
- I can add my opinion about a social issue onto an online blog.
- I can continue an email exchange until I have convinced a colleague to take my side in an argument.
- I can collaborate online with fellow classmates to provide advice for next year's students on how to be successful in my language class.

Advanced Benchmark Presentational Speaking or Signing

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.

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 tell stories about school and community events and personal experiences, using paragraphs across major time frames.

Examples

- I can _____
- I can make a presentation describing the highlights of a recent or upcoming family event.
- I can describe a social, cultural or political event that occurred or will occur in my community.
- I can talk about an unexpected complication during a recent trip or excursion and present advice on how to resolve such a situation.
- I can make a presentation describing certain health and fitness trends and the results of those trends.

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

I can state a viewpoint with supporting evidence on some concrete academic, social and professional topics of interest, using paragraphs across major timeframes.

Examples

- I can _____
- I can promote an art or music event by presenting and elaborating on its social or artistic value.
- I can present the main issues related to topics of public health or safety and support my viewpoint on this issue with related evidence.
- I can present and provide a rationale for the importance of certain classes, college majors or training programs, citing trends over time.
- I can create and present an infomercial promoting an event, a service or a product.

How can I present information to inform, describe or explain?

I can deliver presentations on some concrete academic, social and professional topics of interest, using paragraphs across major time frames.

Examples

- I can _____
- I can explain the process for creating or updating a website or blog.
- I can explain the rationale behind a school, work or community project or policy.
- I can present a summary of the results of an action plan for a club or work group and the future steps to be implemented.
- I can present a comparison of current and past traditions related to social events such as homecoming, graduation, marriages or funerals.

ADVANCED LOW

Advanced Benchmark Presentational Writing

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.

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 tell stories about school and community events and personal experiences, using paragraphs across major time frames.

Examples

- I can _____
- I can write about a family reunion for my relatives in another country.
- I can write a blog post describing the highlights of a recent trip or excursion.
- I can write about a social, cultural or political event that occurred or will occur in my community.
- I can describe certain trends in leisure time or use of social media and the results of those trends.

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

I can state a viewpoint with supporting evidence on some concrete academic, social and professional topics of interest, using paragraphs across major timeframes.

Examples

- I can _____
- I can write an essay to convince others of the value of experiencing art and music from cultures other than my own.
- I can write an essay for or against a position on a social issue.
- I can write a brief article giving a rationale for dietary and exercise practices to promote healthy living.
- I can create, write and edit an online journal, blog or discussion forum promoting community events, services or products.

How can I present information to inform, describe or explain?

I can deliver presentations on some concrete academic, social and professional topics of interest, using paragraphs across major time frames.

Examples

- I can _____
- I can revise class or meeting notes that I have taken for distribution.
- I can draft and revise a synopsis or abstract for a science fair project, research study or conference.
- I can write job descriptions or performance reports.
- I can draft and revise a resume or cover letter.

