

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

# Advanced High



**LINGUAFOLIO®**

N C S S F L

# ADVANCED 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.

# ADVANCED HIGH

## 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 follow the flow of ideas and infer meaning from complex language on unfamiliar, abstract topics within informational texts.**

### Examples

- I can \_\_\_\_\_
- I can follow an interview where an author elaborates on the creation of characters in a novel I've read.
- I can understand a talk show host's tongue-in-cheek remarks.
- I can usually understand a speaker's exaggerated satirical remarks.
- I can generally understand diverse perspectives of panelists discussing animal rights.
- I can understand most of a televised expose on the dangers of water contamination.

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

**I can follow the flow of ideas and some nuances from different viewpoints in most fictional texts.**

### Examples

- I can \_\_\_\_\_
- I can follow the development of a character in an audio book.
- I can follow an argument between two characters in a play.
- I can generally understand an allusion in native chants.
- I can understand a point of humor in a stand-up comedy routine.
- I can infer the relationships among characters in a drama based on their actions.

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

**I can follow the flow of ideas and some nuances from different viewpoints in conversations and discussions.**

### Examples

- I can \_\_\_\_\_
- I can understand details discussed in an investigation between the police and a victim.
- I can follow students discussing benefits of study abroad.
- I can understand a conversation among citizen activists about the pros and cons of social networking.
- I can understand a conversation about the advantages of holistic remedies for common ailments.
- I can follow a discussion about the latest trends in car designs.

# ADVANCED HIGH

## 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 follow the flow of ideas and infer meaning from complex language on unfamiliar, abstract topics within informational texts.**

**Examples**

- I can \_\_\_\_\_
- I can follow an author’s analysis of a personal reflection on a cultural experience.
- I can understand an apartment rental contract with its rules and regulations.
- I can understand a report that describes policy changes for admission into a student exchange program.
- I can follow a political article, including some satirical references contained in it.
- I can understand proposed immigration legislation and its future impact on a country.

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

**I can follow the flow of ideas and some nuances from different viewpoints in most fictional texts.**

**Examples**

- I can \_\_\_\_\_
- I can follow the development of a character.
- I can follow an argument between two characters in a play.
- I can generally understand an illusion in a poem.
- I can understand a point of humor in a graphic novel.
- I can infer the relationships among characters in a novel based on their actions.

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

**I can follow the flow of ideas and some nuances from different viewpoints in conversations and discussions.**

**Examples**

- I can \_\_\_\_\_
- I can understand the details in an interview transcript between police and a burglary victim.
- I can follow students discussing the pros and cons of various career paths in an online chat.
- I can understand a blog conversation about how to avoid the pitfalls of online dating.
- I can understand an online conversation about the logistics of renting a place through a homesharing web site.
- I can follow a conversation on a consumer advocacy site about the latest trends in cell phone security.

## 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.

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

**I can discuss and sometimes debate a variety of complex concrete and some abstract academic, social and professional topics and often deal with related issues hypothetically, using precise questions and explanations.**

### Examples

- I can \_\_\_\_\_
- I can actively participate in a town hall-style meeting.
- I can debate academic issues affecting my peers.
- I can discuss the benefits and the negative impact of technological advances.
- I can participate in a discussion about the social reform issue of elder care.
- I can discuss ideas about the influence of historical events on current political situations.

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

**I can interact and negotiate to resolve an unexpected complication in a situation that is generally unfamiliar.**

### Examples

- I can \_\_\_\_\_
- I can exchange complex professional information to complete a collaborative community project.
- I can interact with a policeman to get out of a speeding ticket.
- I can make a case to my employer in a discussion advocating changes to work-related policies.
- I can debate with colleagues various options to suggest for improving employee morale in a hostile work environment.
- I can interact to identify with a partner the causes of the disappointing results of a science project.

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

**I can discuss, support, and sometimes debate opinions and advice on a variety of complex concrete topics, often addressing hypothetical or abstract issues, and asking precise questions.**

### Examples

- I can \_\_\_\_\_
- I can discuss my opinion supported by research about how technology has positively changed communication.
- I can interact to suggest how to get legal advice on how to handle a complicated situation.
- I can discuss the fiscal impact of a tuition-free college education.
- I can exchange opinions on the pros and cons of universal healthcare.
- I can discuss the basis of our jury system and exchange opinions about it.

# ADVANCED HIGH

## 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 discuss and sometimes debate a variety of complex concrete and some abstract academic, social and professional topics and often deal with related issues hypothetically, using precise questions and explanations.**

### Examples

- I can \_\_\_\_\_
- I can exchange posts to support or challenge an editorial about a politician’s voting record.
- I can work with peers on a professional article using a collaborative editing site.
- I can moderate an online discussion about what effects switching to holistic medicine would have on the medical industry.
- I can guide an online debate about the impact of new immigration laws.

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

**I can interact and negotiate to resolve an unexpected complication in a situation that is generally unfamiliar.**

### Examples

- I can \_\_\_\_\_
- I can negotiate via online exchanges with a college registrar to receive credit for the alternative methods I used to complete some course requirements.
- I can intervene in an online discussion thread to redirect an argument.
- I can explain a complex situation and moderate the online discussion of how to resolve it.
- I can discuss online with my doctor the advantages and disadvantages of different approaches to a medical issue.

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

**I can discuss, support, and sometimes debate opinions and advice on a variety of complex concrete topics, often addressing hypothetical or abstract issues, and asking precise questions.**

### Examples

- I can \_\_\_\_\_
- I can discuss online preferences about which candidate to hire for a job and come to consensus on how the selected candidate will benefit the company.
- I can discuss online how various candidates for president might benefit an organization based on past experience.
- I can contribute to a collaborative political position paper on a Wiki.
- I can participate in an online discussion to select the appropriate works of an artist for a themed retrospective exhibit.

## 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 give complex detailed narrations beyond the concrete, often addressing abstract experiences or hypothetical issues.**

### Example

- I can \_\_\_\_\_
- I can present an explanation as to the degree to which society supports the family and family values, in my own and other cultures.
- I can present a reflection on how a novel influenced my life.
- I can articulate and present a personal vision or mission statement for my life's work.
- I can present an analysis on the changing perception of stereotypes in society and the potential influence on a country's products or marketing strategies.

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

**I can clearly and accurately present an argument with supporting evidence on complex concrete issues, and often deal with related issues hypothetically.**

### Examples

- I can \_\_\_\_\_
- I can present my interpretations of a piece of art or music to someone else while respecting their interpretation.
- I can present a detailed, supported argument about complex environmental, economic or political issues.
- I can support an argument and counterargument by incorporating a variety of evidence such as statistics, analyses, trends and polls in my presentation.
- I can give a speech for a community fundraiser and justify potential benefits of the cause.

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

**I can deliver cohesive presentations on a variety of complex concrete topics related to community interests and some specialized fields, and often deal with related issues hypothetically.**

### Examples

- I can \_\_\_\_\_
- I can present an explanation of how beliefs and values are reflected in educational testing in my own and other cultures.
- I can deliver a presentation incorporating data from statistics, analyses, trends and polls.
- I can give an informational session comparing important cultural differences between or among various societies.
- I can deliver detailed presentations about topics that I have studied, such as modern art or internet journalism.

# ADVANCED HIGH

## 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 give complex detailed narrations beyond the concrete, often addressing abstract experiences or hypothetical issues.**

### Example

- I can \_\_\_\_\_
- I can chronicle certain historical events to explain the degree to which society supports the family and family values, in my own and other cultures.
- I can write a mission or vision statement related to my personal or professional goals.
- I can write a reflective journal entry on how a novel, poem or song has influenced my life.
- I can hypothesize in writing about the impact of following a course of action for myself or for an organization in which I am involved.
- I can write a business plan to market a product globally, based on data about cultural lifestyles and current societal trends.

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

**I can clearly and accurately present an argument with supporting evidence on complex concrete issues, and often deal with related issues hypothetically.**

### Examples

- I can \_\_\_\_\_
- I can write my interpretations of a piece of art or music with someone while respecting theirs.
- I can write a position paper on an issue I have researched or related to my field of expertise.
- I can express a detailed point of view in a blog or other public forum.
- I can write an editorial piece to speculate on outcomes or implications of an issue.
- I can write a statement to support a candidate in a local election.

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

**I can deliver cohesive presentations on a variety of complex concrete topics related to community interests and some specialized fields, and often deal with related issues hypothetically.**

### Examples

- I can \_\_\_\_\_
- I can write an in-depth research report about educational issues in my own and other cultures.
- I can create a professional portfolio including detailed written information for each section of the portfolio.
- I can write an in-depth research report about challenges facing families and communities.
- I can write a policy statement explaining my organization's position on an issue.
- I can write an article about the potential future impact of a current practice.

