

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

Advanced Mid



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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.

ADVANCED MID

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 understand the underlying message and most supporting details across major time frames in descriptive informational texts.

Examples

- I can _____
- I can follow a virtual city tour.
- I can understand a running commentary of a sporting event.
- I can understand details of a speaker's life and achievements when he/she is introduced.
- I can follow a TV sitcom.
- I can identify protagonists' growing points of conflict in a play.

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

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

Examples

- I can _____
- I can follow the complex chronology of a play's plot.
- I can identify what motivated the main character to commit a crime in a detective show.
- I can understand anecdotes recounted in a fictional character's recorded memoir.
- I can follow the line of argument in a character's monologue.
- I can identify evidence that supports the message in a ballad.

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 most supporting details across major time frames in conversations and discussions.

Examples

- I can _____
- I can understand an interview with a famous person about their rise to fame.
- I can understand family members sharing life experiences.
- I can understand the detailed description of a recent trip discussed among tour participants.
- I can understand a conversation among employees going on strike.
- I can understand a conversation among children about what they would like to be and why when they grow up.

ADVANCED MID



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 most supporting details across major timeframes in descriptive informational texts.

Examples

- I can _____
- I can follow a cover letter and résumé for a professional position.
- I can understand a detailed account about a service learning opportunity.
- I can understand the instructions for using a computer program to create a web site.
- I can understand a critical review about a musical group’s upcoming album.
- I can understand a message explaining details about the rescheduling of an event.

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

I can follow the main story and most supporting details across major timeframes in fictional texts.

Examples

- I can _____
- I can follow the chronology of a novel’s plot.
- I can understand events that influenced a character’s decisions in a novel.
- I can understand anecdotes recounted in a fictional character’s memoir.
- I can follow the line of argument in a character’s monologue.
- I can identify evidence that supports the message of a poem.

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 most supporting details across major timeframes in conversation and discussions.

Examples

- I can _____
- I can understand a sports magazine interview with an Olympic athlete about obstacles they overcame.
- I can understand family members’ reactions to important life experiences on a photo sharing site.
- I can understand the detailed comments about someone’s posted book review.
- I can understand people’s questions and responses on a medical web site.
- I can understand people’s interactions about their vacation experiences on a travel web site.

ADVANCED MID



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 maintain discussions on a wide variety of familiar and unfamiliar concrete topics of personal and general interest, and sometimes academic, social or professional topics, by using probing questions and providing detailed responses across major time frames.

Examples

- I can _____
- I can maintain discussion about environmental issues by providing solutions to challenges.
- I can maintain discussion about social issues by sharing concrete examples.
- I can have a conversation comparing educational experiences with a peer in another country.
- I can discuss with peers about how one's experience abroad changed stereotypes.

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, providing detailed explanations and offering a variety of resolutions across major time frames.

Examples

- I can _____
- I can clear up a major personal misunderstanding at work.
- I can convince my professor to raise my grade by providing a detailed explanation.
- I can provide detailed information to and negotiate with an airline employee to help with locating my lost luggage.
- I can respond to police questions to provide the details of a car accident I had or witnessed.

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

I can maintain extended conversations by supporting, reacting to, and comparing preferences and opinions and expressing advice and emotions in detail across major time frames, and by asking probing questions.

Examples

- I can _____
- I can come to consensus with my debate team on the best ways to argue our position.
- I can interact in a video chat with peers in another country to compare how our communities are feeling the effects of climate change.
- I can discuss current issues related to immigration policy and outline the current rules for getting citizenship.
- I can discuss with visitors from other countries state-funded benefits for education such as meals and after-school programs.

ADVANCED MID

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 maintain discussions on a wide variety of familiar and unfamiliar concrete topics of personal and general interest, and sometimes academic, social or professional topics, by using probing questions and providing detailed responses across major time frames.

Examples

- I can _____
- I can participate in a discussion about a proposed change in legislation via an online forum.
- I can engage in an online written discussion about a social issue facing my age group.
- I can carry on an email discussion of a critical review of a theatre production and take issue with the reviewer's point of view.
- I can exchange messages to craft an effective presentation for a community organization.

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, providing detailed explanations and offering a variety of resolutions across major time frames.

Examples

- I can _____
- I can arrange with my professor via online exchanges alternative assignments due to an unexpected life event.
- I can interact with an advisor online in the target culture to figure out a necessary change in schedule due to unforeseen circumstances.
- I can exchange messages with my doctor to describe an injury or illness and clarify any advice.
- I can negotiate online with a customer service representative to explain my dissatisfaction for a service provided and receive some form of compensation.

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

I can maintain extended conversations by supporting, reacting to, and comparing preferences and opinions and expressing advice and emotions in detail across major time frames, and by asking probing questions.

Examples

- I can _____
- I can participate in an online discussion on my preference for the design of future museums.
- I can engage in an online discussion about preferences and styles of learning.
- I can advocate in online forums to support veterans by citing examples from other countries.
- I can post additional suggestions in response to a variety of posts giving time-management strategies on a business forum.

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 based on concrete experiences in academic, social and professional topics of interest, using organized paragraphs across major time frames.

Examples

- I can _____
- I can chronicle a series of related events in the history of my family.
- I can recount in detail a social event or local celebration that I attended and my reactions to it.
- I can present a detailed itinerary of social and cultural activities I have planned for a future trip.
- I can narrate a story to an audience for dramatic effect.
- I can give an accurate, detailed presentation of something I participated in or witnessed.

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

I can present an argument with supporting evidence, based on a variety of concrete academic, social and professional topics of interest, using organized paragraphs across major time frames.

Examples

- I can _____
- I can make a presentation persuading others of the influence of art or music genres over time.
- I can give a presentation to advocate participation in educational opportunities such as membership in an organization, honor society or study abroad programs.
- I can give a presentation to advocate for new ideas or innovative approaches related to school, work or training.
- I can present an argument with supporting evidence for or against a position on political issues.
- I can give a speech presenting the rationale for a course of action by a local community or neighborhood group.

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

I can deliver detailed presentations and elaborate on a variety of concrete academic, social and professional topics of interest, using organized paragraphs across major time frames.

Examples

- I can _____
- I can give a presentation to an outside audience about a project I have completed for my school, work or organization.
- I can present detailed information about a product or service to clients, customers or others.
- I can present in detail on a topic that I have read or heard in the news.
- I can give a presentation on a summative project such as a capstone, thesis or seminar.
- I can present an explanation of a process such as obtaining a driver's license, submitting a college application or applying for financial aid.

ADVANCED MID

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 based on concrete experiences in academic, social, and professional topics of interest, using organized paragraphs across major time frames.

Examples

- I can _____
- I can write a detailed and accurate family or community history.
- I can write in detail about a social event or local celebration that I attended and my reactions.
- I can write a detailed itinerary of the social and cultural activities I have planned for a future trip or excursion.
- I can write in detail about a study abroad program I participated in and reflect on how the experience impacted my life and may influence my life in the future.
- I can write a detailed and accurate description of something I participated in or witnessed.

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

I can present an argument with supporting evidence, based on a variety of concrete academic, social and professional topics of interest, using organized paragraphs across major time frames.

Examples

- I can _____
- I can write an article or blog convincing others of the influence of art or music genres over time.
- I can write letters of recommendation.
- I can give a written critique of a project proposal using historical data to support my argument.
- I can write and propose a specific course of action based on the results of a survey.
- I can write a cover letter for a job application.

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

I can deliver detailed presentations and elaborate on a variety of concrete academic, social and professional topics of interest, using organized paragraphs across major time frames.

Examples

- I can _____
- I can write content for instructional resources.
- I can write a research paper on a topic related to my studies or area of specialization.
- I can write a detailed proposal for a project or a research study.
- I can write a newspaper article or blog post about an event, project or research initiative.
- I can create brochures or other written resources for clients or customers.