

NCSSFL-ACTFL CAN-DO STATEMENTS
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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.*

DISTINGUISHED

Distinguished Benchmark Interpretive Listening or Viewing

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.

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 easily understand sophisticated language, regardless of the cultural context in professional, technical and academic texts.

Examples

- I can _____
- I can understand the arguments in an international policy debate.
- I can follow original historical language in classical theatre.
- I can understand the cultural references and allusions in an opera.
- I can understand the purpose, various perspectives and details in an extended discussion on global migration and related international policies.

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

I can interpret tone, nuance and mood in almost any genre of fictional texts.

Examples

- I can _____
- I can understand the cultural inferences conveyed in a parody.
- I can understand highly idiomatic expressions of a dialect spoken by characters in a drama.
- I can understand the humor aimed at a specific cultural issue in a satirical play.
- I can understand rhetorical devices a storyteller uses to tailor language to a particular audience.

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

I can interpret tone, nuance and mood in almost any extended conversation and discussion.

Examples

- I can _____
- I can understand cultural inferences in puns and jokes.
- I can differentiate a humorous from a pointed remark in a political argument.
- I can understand the purpose, various perspectives and details in an extended discussion on global migration and related international policies.
- I can follow an argument among literary colleagues about the concept of time in the modern novel.

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Distinguished Benchmark Interpretive Reading

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.

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 easily understand sophisticated language, regardless of the cultural context in professional, technical and academic texts.

Examples

- I can _____
- I can understand historical works with embedded cultural references.
- I can understand the details and subtleties of an academic paper on ethical conduct.
- I can understand a technical manual on genetics.
- I can understand editorials whose arguments are indirect rather than literal.
- I can understand subtleties of political satire in essays or blogs.

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

I can interpret tone, nuance and mood in almost any genre of fictional texts.

Examples

- I can _____
- I can understand the cultural inferences conveyed in a parody.
- I can understand highly idiomatic expressions of a dialect spoken by characters in a novel.
- I can understand the humor aimed at a specific cultural issue in a satire.
- I can understand rhetorical techniques an author uses to tailor writing to a particular audience.

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

I can interpret tone, nuance and mood in almost any extended conversation and discussion.

Examples

- I can _____
- I can understand cultural inferences expressed in classical literary dialogues.
- I can differentiate a humorous from a pointed remark in a transcript from a political debate.
- I can follow written conversations containing complex and abstract concepts about current global economic issues.
- I can follow a discussion on the relationship between a free press and democratic institutions of governance.

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Distinguished Benchmark Interpersonal Listening/Speaking or Signing

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.

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 debate complex issues and abstract ideas skillfully and succinctly, tailoring language to the cultural context of the interaction, using cultural and historical references as appropriate.

Examples

- I can _____
- I can persuasively argue a viewpoint with colleagues about a controversial interpretation of a literary work.
- I can tailor my language in a political forum to discuss social reform with a diverse cultural audience.
- I can interact in a debate by hypothesizing about the societal implications of the ubiquity of artificial intelligence.

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

I can interact and negotiate to resolve highly abstract and complex matters in culturally appropriate ways on a wide variety of topics and to persuasively advocate a point of view that is not necessarily my own.

Examples

- I can _____
- I can collaborate on an international environmental research project.
- I can negotiate a contract for a business enterprise.
- I can mediate a community dispute involving participants with vastly differing opinions.

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

I can tailor language to a variety of audiences by adapting my speech and register in culturally authentic ways.

Examples

- I can _____
- I can mediate the discussion of international groups on complex political and social issues, providing support for making a difficult decision such as on renewable energy.
- I can discuss alternative arguments for the analyses of literary texts using multiple cultural and historical perspectives.
- I can persuasively debate the ethical responsibility of nations to eliminate human trafficking.

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Distinguished Benchmark Interpersonal Reading/Writing

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.

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 debate complex issues and abstract ideas skillfully and succinctly, tailoring language to the cultural context of the interaction, using cultural and historical references as appropriate.

Examples

- I can _____
- I can collaborate online to select the works for a retrospective of an architect's work, to showcase the artist's cultural perspectives.
- I can participate in an online discussion on the political and social impact and implications of decolonization.
- I can collaborate to create consensus for a position statement about the impact of high stakes testing on learner motivation, performance and academic achievement.

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

I can interact and negotiate to resolve highly abstract and complex matters in culturally appropriate ways on a wide variety of topics and to persuasively advocate a point of view that is not necessarily my own.

Examples

- I can _____
- I can provide online assistance to an international aid organization that needs to negotiate with a local government in the target culture.
- I can mediate an online political forum and redirect unreasonable participants.
- I can work with a local immigrant group to mediate misunderstandings and conflicts.

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

I can tailor language to a variety of audiences by adapting my speech and register in culturally authentic ways.

Examples

- I can _____
- I can persuasively participate in a global online debate on publicly funded treatment of drug addicts.
- I can participate on a shared site in the writing of a policy paper on international treatment of prisoners.
- I can mediate an international electronic discussion on third World access to technology.

Distinguished Benchmark Presentational Speaking or Signing

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.

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 narrate succinctly and precisely, often using historical or cultural references to engage an audience whose cultural attitudes, expectations and perspectives may be different from my own.

Examples

- I can _____
- I can present an evaluation on how family structure impacts social issues and political decision-making, in my own and other cultures.
- I can narrate using culturally relevant rhetorical devices to convey humor, irony or satire.
- I can make a formal awards speech about the past, current, and potential future impact of a particular person or foundation, making culturally authentic references to connect with my audience.
- I can make presentations on related events on a wide range of issues, incorporating appropriate culturally and historically authentic references to connect with my audience.

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

I can tailor a sophisticated presentation to advocate my own or another's point of view or to persuade an audience whose attitudes and cultural perspectives may be different from my own.

Examples

- I can _____
- I can present a retrospective of an artist's or musician's work.
- I can present persuasive and hypothetical discourse in my field of expertise.
- I can present and advocate a position that is not necessarily my own, incorporating well recognized examples from the target culture to enrich my presentation.
- I can give a speech on a particular controversial issue, challenging listeners to consider multiple perspectives.

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

I can deliver sophisticated presentations with accuracy, efficiency and effectiveness on global and highly abstract concepts in my field of expertise, adapting my language to the characteristics of the audience and embedding cultural perspectives.

Examples

- I can _____
- I can present an objective evaluation of the role of education in the quality of life.
- I can make coherent and articulate presentations on highly abstract topics related to my interests and expertise, such as artificial intelligence or space exploration.
- I can gauge the level of comprehension of my audience and adjust my presentation's content, style or delivery as appropriate.

Distinguished Benchmark Presentational Writing

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.

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 narrate succinctly and precisely, often using historical or cultural references to engage an audience whose cultural attitudes, expectations and perspectives may be different from my own.

Examples

- I can _____
- I can write an evaluation of how family structure impacts social issues and political decision-making, both historically and in the future, in my own and other cultures.
- I can compose a short or lengthy written literary or expository work, using culturally relevant rhetorical devices to convey humor, irony or satire.
- I can chronicle a related series of events, incorporating appropriate culturally and historically authentic references to connect with my audience.
- I can write researched non-fiction texts for the target culture audience, incorporating appropriate culturally and historically authentic references.

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

I can tailor a sophisticated presentation to advocate my own or another's point of view or to persuade an audience whose attitudes and cultural perspectives may be different from my own.

Examples

- I can _____
- I can write a retrospective of an artist's or musician's work.
- I can write a political speech for a candidate to deliver in the target culture.
- I can write an editorial advocating for the target culture government to take a particular stance on global warming, food scarcity or similar topics.
- I can use culturally appropriate comedic devices or cultural references to enhance my argument in an opinion piece for a news website.

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

I can deliver sophisticated presentations with accuracy, efficiency and effectiveness on global and highly abstract concepts in my field of expertise, adapting my language to the characteristics of the audience and embedding cultural perspectives.

Examples

- I can _____
- I can write an objective evaluation of the role of education in the quality of life.
- I can write a text as short as a poem or as long as a treatise, based upon its purpose.
- I can write extensively on global concepts such as food scarcity or human rights.
- I can write articles on the destruction or preservation of cultural heritage sites that take into account all sides of the issue.

