



**NCSSFL-ACTFL
CAN-DO STATEMENTS**

NOVICE – DISTINGUISHED

Benchmarks and Performance Indicators

for Intercultural, Interpretive, Interpersonal, Presentational

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What are the NCSSFL-ACTFL Can-Do Statements?

The 2026 NCSSFL-ACTFL Can-Do Statements are the result of collaboration between the National Council of State Supervisors for Languages (NCSSFL) and ACTFL. These statements guide:

- **Language learners** to set learning goals and self-assess and chart their progress toward language and intercultural proficiency.
- **Language educators** to write intercultural communication learning targets for curriculum, units, and lesson plans.
- **Language education partners** to clarify how well learners at different stages can communicate.

Aligned with the ACTFL Proficiency Guidelines 2024 and the ACTFL Performance Descriptors for Language Learners, the 2026 Can-Do Statements reference the content of the first two goal areas from the *World-Readiness Standards for Learning Languages* (Communication and Cultures) and provide updated revisions to the 2017 NCSSFL-ACTFL Can-Do Statements. They reflect the continuum of growth in intercultural communication skills through the Novice, Intermediate, Advanced, Superior, and Distinguished levels, describing what language users can independently do at each sublevel and paving the way to higher levels. The Can-Do Statements include an Intercultural Reflection Tool that can guide learners to deeper levels of self-reflection.

Leaders from NCSSFL and ACTFL oversaw the revisions to the 2026 Can-Do Statements in collaboration with world language educators nationwide. During the two-year revision process, the core educator writing team developed an initial draft and then refined it using feedback from live focus groups and more than 1500 online comments.

What is the History of the NCSSFL-ACTFL Can-Do Statements?

The original 2013 Can-Do Statements were a collaborative effort between NCSSFL and ACTFL to combine the NCSSFL Linguafolio® “I can” statements with the ACTFL Proficiency Guidelines 2012 and the ACTFL Performance Descriptors for Language Learners. The resulting Can-Do Statements support learner self-assessment and curriculum development by unpacking the national standards and showing how language performance points to proficiency. In 2017, the two organizations updated the Can-Do Statements to include sample learning scenarios for each language sublevel; created Intercultural Can-Do Statements for investigation and interaction; and created an Intercultural Reflection Tool to help learners use language and culture together to develop their Intercultural Communicative Competence (ICC).

How are the Can-Do Statements and the Intercultural Reflection Tool Organized?

The **Communication Can-Do Statements** are aligned 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.

The **Intercultural Can-Do Statements** describe the ability to investigate and interact with intercultural competence and understanding as outlined in the *World-Readiness Standards for Learning Languages*:

- **Relating Cultural Perspectives to Practices:** Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- **Relating Cultural Perspectives to Products:** Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

The **Intercultural Reflection Tool** is used in conjunction with the Can-Do Statements and provides a set of examples and scenarios that shows how learners use both their language and knowledge of culture to demonstrate their Intercultural Communicative Competence (ICC) through self-reflection. The framework for reflective activities includes:

- An in-class **introductory activity** in the new/focus language;
- A **deeper intercultural reflection** outside of class in English/home language or in the focus language; and
- An in-class **follow-up activity** in the new/focus language.

For the purpose of this document, ICC refers to the ability to interact effectively and appropriately with people across language and cultural backgrounds. ICC develops as the result of a process of intentional goal setting and self-reflection around language and cultures and involves attitudinal changes toward one’s own and other cultures. ICC is essential for establishing effective, positive relationships across cultures, which is needed in a global society.

What are the Key Features of the Can-Do Statements?

The Can-Do Statements clarify language performance and intercultural competence through Proficiency Benchmarks, Performance Indicators, and Example scenarios across learning and real-life contexts. A **glossary** is found at the end of the document to define and give examples of key terms.

1. PROFICIENCY BENCHMARKS

Proficiency Benchmarks identify the overarching features of language performance and intercultural competence in each of the three modes of communication along the five major levels of the ACTFL proficiency continuum (Novice, Intermediate, Advanced, Superior, Distinguished). Benchmarks provide support to learners in setting long-term goals and inform program or course outcomes for educators.

Presentational Proficiency Benchmarks

NOVICE	INTERMEDIATE	ADVANCED	SUPERIOR	DISTINGUISHED
<i>I can</i> share 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.	<i>I can</i> provide information and express my thoughts about familiar topics, creating sentences and series of connected sentences through spoken, written, or signed language.	<i>I can</i> organize, express, and present information to an audience in a detailed way on concrete unfamiliar topics, using paragraphs across various time frames through spoken, written, or signed language.	<i>I can</i> present to a wide variety of audiences on hypothetical or abstract issues and ideas ranging from broad general interests to my areas of specialized expertise, producing extended discourse with precision of expression, using spoken, written, or signed language.	<i>I can</i> present on a wide range of global issues and highly abstract concepts, producing conceptually and linguistically complex discourse and adapting to the cultural context of the audience using spoken, written, or signed language.

2. PERFORMANCE INDICATORS

Performance Indicators unpack the Proficiency Benchmarks by describing the steps toward reaching the overarching Benchmark goal. They help learners chart progress toward meeting language learning goals and inform unit and lesson design for educators by identifying the specific function, context, and text type for each sublevel (low, mid, high) of the major levels.

The Performance Indicators are presented as both full sentences and in an unpacked format of their three core elements to deepen understanding of each sublevel:

- **Functions:** The types of communication activities that the individual can handle, such as understanding the main idea, providing personal information, or maintaining conversations.
- **Context:** The situations or circumstances in which the individual can achieve communication goals, ranging from familiar and unfamiliar to abstract and hypothetical.
- **Text Type:** The length and complexity of oral, written, or signed text or media that the individual can understand and produce, ranging from words and phrases to sentences, paragraphs, and multi-paragraph discourse. The term *Discourse Type* may be used to highlight that text is not only written but may also be oral or signed.

Presentational Performance Indicators

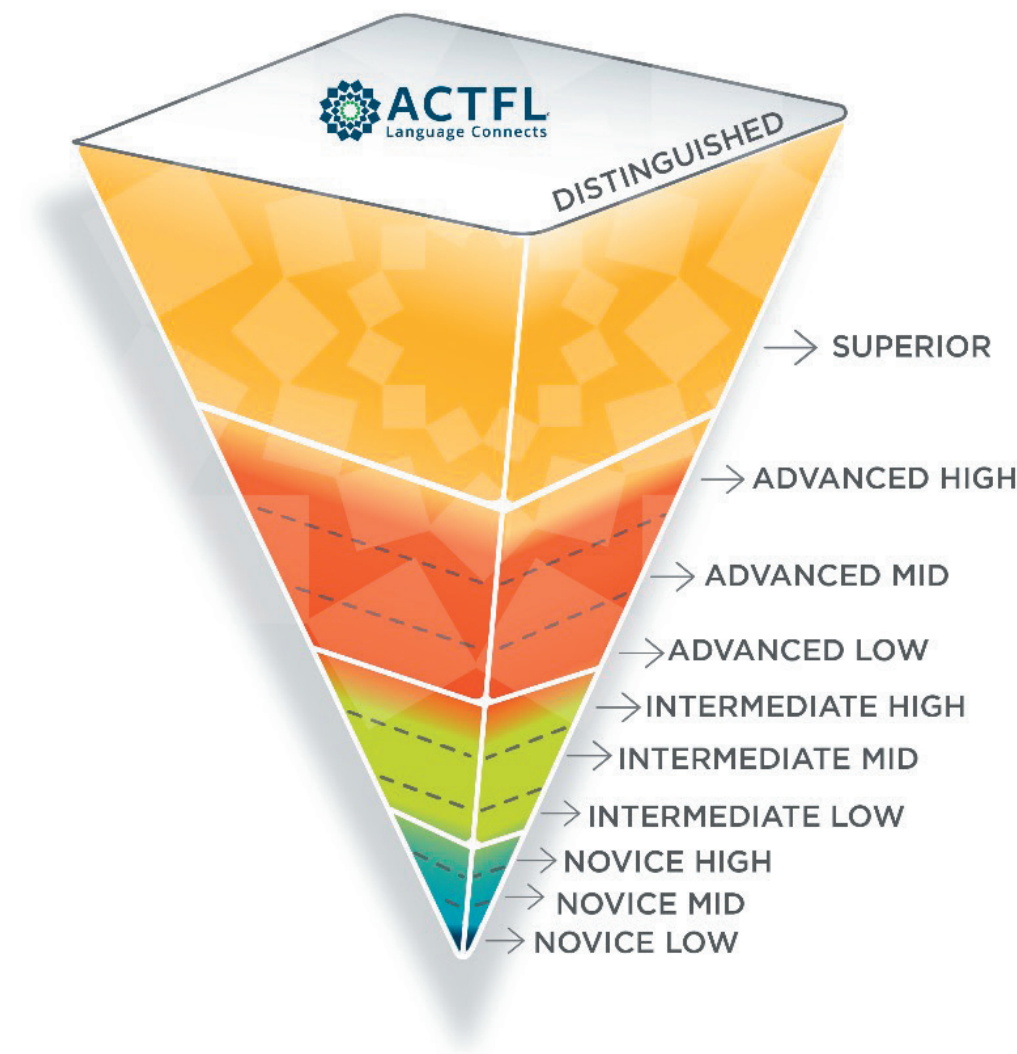
NOVICE HIGH	INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
Function: I can express my preferences	Function: I can express my preferences and opinions and tell why I feel that way	Function: I can state my viewpoint and give some reasons to support it	Function: I can state my viewpoint and give reasons to support it, often across various time frames
Context: on familiar, everyday topics of interest	Context: on familiar, everyday topics of interest	Context: on familiar topics	Context: on familiar or researched topics
Text Type: using simple sentences most of the time	Text Type: creating simple sentences	Text Type: creating sentences and strings of connected sentences	Text Type: creating short paragraphs

3. PERFORMANCE EXAMPLES

Performance Examples illustrate language performance across the sublevels in a variety of learning contexts (e.g., social, academic across PK-20, immersion, adult) and inform instruction at the lesson or learning activity level.

Presentational Examples

NOVICE HIGH	INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
<i>I can</i> recommend places to experience a variety of art or music styles.	<i>I can</i> give reasons why an art or music style is appealing to me.	<i>I can</i> give a review of artwork or a song with specific reasons to support my point of view.	<i>I can</i> give a presentation comparing the popularity of art or music festivals I have attended.



How do Learners and Educators Use the Can-Do Statements?

TO DEMONSTRATE CONSISTENCY OVER TIME

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, viewing, signing).

Can-Do Statements are not a checklist of tasks to be demonstrated once and checked off. 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.

TO DESCRIBE PERFORMANCE AT EACH SUBLEVEL

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 time frames, 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. Each sublevel includes the abilities of the prior sublevels.

Can-Do Statements are not a limitation of what to learn or teach. 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 cultural materials and real-life scenarios at all levels and sublevels and set goals for how to progress to the next higher level.

TO DEVELOP INDEPENDENT OR CURRICULAR LEARNING GOALS

The performance 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 make their own customized “I can...” examples to fit the content and context of the learning and the targeted proficiency level.

Can-Do Statement examples are not a prescribed curriculum. 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.

TO SELF-ASSESS AND EVALUATE PERFORMANCE

Learners and educators use the Can-Do Statements for self-evaluation to become more aware of what they know and can do in the new language. By using statements aligned to the proficiency scale, educators can more easily create rubrics that enable learners to chart their progress.

Can-Do Statements are not used as an instrument for determining a letter or number grade. 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.

What are the Theoretical Frameworks and Research?

Too often learners are seen as subjects of assessment, not users of assessments. To become the primary users of assessment information, learners must make what they learn part of themselves. One important means for involving learners in their own learning process is by having them participate in a goal setting process to monitor their own progress to determine how well they are accomplishing their learning targets. Learning goals form the foundation for motivation in an instructional setting and for where working memory is being allocated. Motivation is critical to learning because, “without sufficient motivation even the brightest learners are unlikely to persist long enough to attain any really useful language” (Dörnyei, 2010, p. 74). It is vital to understand motivation in order to promote learner autonomy, which is key to the continuation of language learning beyond the classroom.

Learning targets, expressed in terms of Can-Do Statements, provide an important venue for setting learning goals to provide language learners with the opportunity to take responsibility for their own learning through the establishment of positive short-and long-term learning goals and to monitor their own learning experiences to ensure accomplishment of these goals. SMART (specific, measurable, achievable, relevant, time bound) goals, such as the Can-Do Statements, provide a clear direction to focus learners’ language learning efforts that will help them meet these goals. Such a constructivist, or sociocultural worldview, regards learning as an ongoing process where learners are continually involved in self-assessment and self-reflection about their own learning, aimed at developing self-regulation and self-efficacy.

The impact on learners and learner achievement of Can-Do Statements, as evidenced in LinguaFolio® (LF®) and its European predecessor, the European Language Portfolio (ELP), has been investigated through a growing body of research. LinguaFolio® was designed to help language educators develop autonomous learning and learner empowerment. Research at the classroom level has revealed that goal setting, which is at the heart of LF® and ELP, promotes self-regulated learning, increases language and academic achievement, enhances motivation and task value, and improves self-assessment when implemented regularly and frequently (Burton & Swain, 2014; Ciesielkiewicz & Coca, 2013; Little, 2009; Little, 2003; Little, Goullier, & Hughes, 2011; Moeller, Theiler, & Wu, 2012; Ziegler, 2014; Ziegler & Moeller, 2012; Clarke, 2013; Moeller & Yu, 2015). Learners who experienced LF® as an intervention in the world language classroom achieved higher academic outcomes as measured by cumulative GPA and ACT scores in math, science, reading, and English in comparison to students who were not exposed to LF® (Clarke, 2013).

These studies have shown that the major components of setting goals, documenting progress, and self-assessment of learning are critical in developing learner autonomy and self-regulation in language learners that contribute to increased motivation, higher language achievement, and academic success.

NCSSFL-ACTFL CAN-DO STATEMENTS

PROFICIENCY BENCHMARKS

NOVICE PROFICIENCY BENCHMARK	INTERMEDIATE PROFICIENCY BENCHMARK	ADVANCED PROFICIENCY BENCHMARK
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INTERCULTURAL COMMUNICATION



INVESTIGATION	I can identify products and practices that help me understand perspectives from a variety of cultures and communities, including my own.	I can compare products and practices to understand perspectives from a variety of cultures and communities, including my own.	I can explain how products and practices reflect perspectives from a variety of cultures and communities, including my own.
INTERACTION	I can interact at a limited level in some familiar everyday contexts.	I can interact at a functional level in some familiar contexts.	I can interact competently in familiar and some unfamiliar contexts.

COMMUNICATION




INTERPRETIVE	I can identify the general topic and some basic information in both very familiar and everyday contexts from words, phrases, and simple sentences in texts that are spoken, written, or signed.	I can understand the main idea and some related pieces of information on familiar topics from sentences and series of connected sentences in texts that are spoken, written, or signed.	I can understand the main message, the author's purpose, and supporting details on a wide variety of familiar and general interest topics in longer texts that are spoken, written, or signed.
INTERPERSONAL	I can participate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using words, phrases, simple sentences, and questions.	I can interact in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.	I can maintain spontaneous spoken, written, or signed conversations and discussions across various time frames on familiar and concrete unfamiliar topics using series of connected sentences and probing questions.
PRESENTATIONAL	I can share 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.	I can provide information and express my thoughts about familiar topics, creating sentences and series of connected sentences through spoken, written, or signed language.	I can organize, express, and present information to an audience in a detailed way on concrete unfamiliar topics, using paragraphs across various time frames through spoken, written, or signed language.

SUPERIOR PROFICIENCY BENCHMARK	DISTINGUISHED PROFICIENCY BENCHMARK
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INTERCULTURAL COMMUNICATION

I can analyze products, practices, and perspectives from a variety of cultures and communities, including my own.	I can objectively evaluate products, practices, and perspectives from a variety of cultures and communities, including my own.	 INVESTIGATION
I can interact in complex situations to ensure a shared understanding of cultures.	I can mediate and bridge cultural and pluricultural perspectives with ease.	 INTERACTION

COMMUNICATION

I can interpret and infer meaning on a range of unfamiliar, abstract, and specialized issues or themes in academic, technical, and professional texts that are spoken, written, or signed.	I can interpret and infer meaning on a wide range of global issues or themes and highly abstract concepts, with deeply embedded cultural references, colloquialisms, and language varieties from dense, structurally sophisticated texts that are spoken, written, or signed.	 INTERPRETIVE
I can engage in extended spoken, written, or signed discussions and debates on concrete and abstract issues and ideas and some areas of specialized expertise, using complex discourse with supporting arguments and exploring hypotheses.	I can engage in conceptually and linguistically complex spoken, written, or signed discussions and debates on a wide range of global issues and abstract concepts, using complex discourse and adapting to the cultural context of the conversation.	 INTERPERSONAL
I can present to a wide variety of audiences on hypothetical or abstract issues and ideas ranging from broad general interests to my areas of specialized expertise, producing extended discourse with precision of expression, using spoken, written, or signed language.	I can present on a wide range of global issues and highly abstract concepts, producing conceptually and linguistically complex discourse and adapting to the cultural context of the audience using spoken, written, or signed language.	 PRESENTATIONAL

INTERCULTURAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

	NOVICE	INTERMEDIATE	ADVANCED
	PROFICIENCY BENCHMARK	PROFICIENCY BENCHMARK	PROFICIENCY BENCHMARK
INVESTIGATION	I can identify products and practices that help me understand perspectives from a variety of cultures and communities, including my own.	I can compare products and practices to understand perspectives from a variety of cultures and communities, including my own.	I can explain how products and practices reflect perspectives from a variety of cultures and communities, including my own.

How does my investigation of **products and practices** help me understand perspectives?

	PERFORMANCE INDICATORS	PERFORMANCE INDICATORS	PERFORMANCE INDICATORS
PRODUCTS	I can identify some products to help me understand perspectives in familiar everyday contexts.	I can compare products to understand perspectives related to familiar contexts and personal interests.	I can explain how a variety of products are related to perspectives in familiar and some unfamiliar contexts.
PRACTICES	I can identify some practices to help me understand perspectives in familiar everyday contexts.	I can compare practices to understand perspectives related to familiar contexts and personal interests.	I can explain how a variety of practices are related to perspectives in familiar and some unfamiliar contexts.

	PROFICIENCY BENCHMARK	PROFICIENCY BENCHMARK	PROFICIENCY BENCHMARK
INTERACTION	I can interact at a limited level in some familiar everyday contexts.	I can interact at a functional level in some familiar contexts.	I can interact competently in familiar and some unfamiliar contexts.

How can I use my **language and behavior** to interact across cultures and communities?

	PERFORMANCE INDICATORS	PERFORMANCE INDICATORS	PERFORMANCE INDICATORS
LANGUAGE	I can communicate with others from a variety of cultures and communities, including my own, in familiar everyday situations, using memorized language and basic cultural awareness.	I can interact with others from a variety of cultures and communities, including my own, in familiar situations and demonstrate some understanding of cultural similarities and differences.	I can interact with others from a variety of cultures and communities, including my own, in familiar and some unfamiliar situations and apply my understanding of cultural similarities and differences.
BEHAVIOR	I can use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.	I can recognize that significant differences in behaviors exist among cultures and use some culturally appropriate behaviors in familiar situations.	I can demonstrate awareness of subtle differences among cultural behaviors and integrate culturally appropriate behaviors in familiar and some unfamiliar situations.

	SUPERIOR	DISTINGUISHED
	PROFICIENCY BENCHMARK	PROFICIENCY BENCHMARK
INVESTIGATION	I can analyze products, practices, and perspectives from a variety of cultures and communities, including my own.	I can objectively evaluate products, practices, and perspectives from a variety of cultures and communities, including my own.

How does my investigation of **products and practices** help me understand perspectives?

	PERFORMANCE INDICATORS	PERFORMANCE INDICATORS
PRODUCTS	I can analyze how a wide range of concrete and abstract products are related to perspectives in various contexts.	I can evaluate how a wide range of concrete and abstract products reflect perspectives.
PRACTICES	I can analyze how a wide range of concrete and abstract practices are related to perspectives in various contexts.	I can evaluate how a wide range of concrete and abstract practices reflect perspectives.

	PROFICIENCY BENCHMARK	PROFICIENCY BENCHMARK
INTERACTION	I can interact in complex situations to ensure a shared understanding of cultures.	I can mediate and bridge cultural and pluricultural perspectives with ease.

How can I use my **language and behavior** to interact across cultures and communities?

	PERFORMANCE INDICATORS	PERFORMANCE INDICATORS
LANGUAGE	I can suspend judgment, adapt my language and use a depth of cultural knowledge to interact with others from a variety of cultures and communities, including my own, in various situations.	I can engage with empathy and cultural nuance when interacting with others from a variety of cultures and communities, including my own, in almost any situation.
BEHAVIOR	I can adapt to cultural norms and etiquette, read nonverbal cues, and adjust my behavior in various situations.	I can adjust my formal and informal styles of behavior, respond effectively to nonverbal cues, and mediate smoothly and respectfully in almost any situation.



INTERPRETIVE COMMUNICATION

NOVICE PROFICIENCY BENCHMARK	INTERMEDIATE PROFICIENCY BENCHMARK	ADVANCED PROFICIENCY BENCHMARK	SUPERIOR PROFICIENCY BENCHMARK	DISTINGUISHED PROFICIENCY BENCHMARK
<i>I can</i> identify the general topic and some basic information in both very familiar and everyday contexts from words, phrases, and simple sentences in texts that are spoken, written, or signed.	<i>I can</i> understand the main idea and some related pieces of information on familiar topics from sentences and series of connected sentences in texts that are spoken, written, or signed.	<i>I can</i> understand the main message, the author's purpose, and supporting details on a wide variety of familiar and general interest topics in longer texts that are spoken, written, or signed.	<i>I can</i> interpret and infer meaning on a range of unfamiliar, abstract, and specialized issues or themes in academic, technical, and professional texts that are spoken, written, or signed.	<i>I can</i> interpret and infer meaning on a wide range of global issues or themes and highly abstract concepts, with deeply embedded cultural references, colloquialisms, and language varieties from dense, structurally sophisticated texts that are spoken, written, or signed.

What can I understand, interpret, or analyze in authentic **informational texts and media**?

NOVICE PERFORMANCE INDICATORS			INTERMEDIATE PERFORMANCE INDICATORS			ADVANCED PERFORMANCE INDICATORS			SUPERIOR PERFORMANCE INDICATOR	DISTINGUISHED PERFORMANCE INDICATOR
LOW	MID	HIGH	LOW	MID	HIGH	LOW	MID	HIGH		
<i>I can</i> identify memorized or familiar words in short, straightforward informational texts and media that are supported by gestures, facial expressions, or visuals.	<i>I can</i> identify some basic facts from memorized or familiar words and phrases in short, straightforward informational texts and media that are supported by gestures, facial expressions, or visuals.	<i>I can</i> identify the topic and some isolated facts from simple sentences in short, straightforward informational texts and media.	<i>I can</i> identify the topic and related information from simple sentences in descriptive informational texts and media.	<i>I can</i> understand the main idea and key information from connected sentences in descriptive informational texts and media.	<i>I can</i> follow the main message in various time frames, from series of sentences and paragraphs in informational texts and media involving familiar and some concrete unfamiliar topics or genres.	<i>I can</i> identify the underlying message and some supporting details across various time frames, from multiple paragraphs in informational texts and media involving familiar and some concrete unfamiliar topics or genres.	<i>I can</i> understand the underlying message and most supporting details across time frames, from multiple paragraphs in informational texts and media involving familiar and some unfamiliar topics or genres.	<i>I can</i> follow the flow of ideas and infer meaning from multiple paragraphs in informational texts and media involving a variety of unfamiliar, abstract topics or genres and different viewpoints.	<i>I can</i> follow the flow of ideas and infer meaning from complex language in extended informational texts and media involving unfamiliar and abstract professional, technical, and academic content.	<i>I can</i> easily understand sophisticated language, regardless of the cultural context or complexity, in extended informational texts and media in almost any genre and almost any professional, technical, and academic content.

What can I understand, interpret, or analyze in authentic **fictional texts and media**?

NOVICE PERFORMANCE INDICATORS			INTERMEDIATE PERFORMANCE INDICATORS			ADVANCED PERFORMANCE INDICATORS			SUPERIOR PERFORMANCE INDICATOR	DISTINGUISHED PERFORMANCE INDICATOR
LOW	MID	HIGH	LOW	MID	HIGH	LOW	MID	HIGH		
<i>I can</i> identify memorized or familiar words in short, straightforward fictional texts and media that are supported by gestures, facial expressions, or visuals.	<i>I can</i> identify some basic information from memorized or familiar words and phrases in short, straightforward fictional texts and media that are supported by gestures, facial expressions, or visuals.	<i>I can</i> identify the topic and some isolated elements from simple sentences in short, straightforward fictional texts and media.	<i>I can</i> identify the topic and related information from simple sentences in short fictional texts and media.	<i>I can</i> understand the main story and key information from connected sentences in fictional texts and media.	<i>I can</i> follow the main story and actions in various time frames, from series of sentences and paragraphs in fictional texts and media involving familiar and some concrete unfamiliar topics or genres.	<i>I can</i> follow the main story and some supporting details across various time frames, from multiple paragraphs in fictional texts and media involving familiar and some concrete unfamiliar topics or genres.	<i>I can</i> follow the main story and most supporting details across time frames, from multiple paragraphs in fictional texts and media involving familiar and some unfamiliar topics or genres.	<i>I can</i> follow the flow of ideas and some nuance from multiple paragraphs in fictional texts and media involving a variety of unfamiliar, abstract topics or genres and different viewpoints.	<i>I can</i> follow the flow of ideas and infer meaning from complex language in extended fictional texts and media involving unfamiliar and abstract content.	<i>I can</i> interpret tone, nuance, and mood, regardless of the cultural context or complexity, in extended fictional texts and media in almost any genre and content.

What can I understand, interpret, or analyze in **observed conversations and discussions**?

NOVICE PERFORMANCE INDICATORS			INTERMEDIATE PERFORMANCE INDICATORS			ADVANCED PERFORMANCE INDICATORS			SUPERIOR PERFORMANCE INDICATOR	DISTINGUISHED PERFORMANCE INDICATOR
LOW	MID	HIGH	LOW	MID	HIGH	LOW	MID	HIGH		
<i>I can</i> understand memorized or familiar words in short, straightforward conversations that are supported by gestures, facial expressions, or visuals.	<i>I can</i> identify some basic facts from memorized or familiar words and phrases in short, straightforward conversations that are supported by gestures, facial expressions, or visuals.	<i>I can</i> understand familiar questions and statements from simple sentences in short, straightforward conversations.	<i>I can</i> identify the main idea from simple sentences in conversations.	<i>I can</i> identify the main idea and key information from connected sentences in conversations.	<i>I can</i> understand the main idea and flow of events from series of sentences and paragraphs in various time frames, in conversations and discussions involving familiar and some concrete unfamiliar topics or genres.	<i>I can</i> understand the main message and some supporting details from multiple paragraphs across various time frames, in conversations and discussions involving familiar and some concrete unfamiliar topics or genres.	<i>I can</i> understand the main message and most supporting details from multiple paragraphs across time frames, in conversations and discussions involving familiar and some unfamiliar topics or genres.	<i>I can</i> follow the flow of ideas and some nuances from different viewpoints from multiple paragraphs, in conversations and discussions involving a variety of unfamiliar, abstract topics or genres and different viewpoints.	<i>I can</i> follow the flow of ideas and infer meaning from complex language in extended conversations and discussions involving unfamiliar and abstract content.	<i>I can</i> interpret tone, nuance, and mood, regardless of the cultural context or complexity, in extended conversations and discussions on almost any topic.

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 to the Interpretive mode. Factors that impact how well learners understand texts include: a) text complexity or length; b) familiarity with topic and background knowledge; and c) ability 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. See the *Glossary* for additional literacy strategies.



INTERPERSONAL COMMUNICATION

NOVICE	INTERMEDIATE	ADVANCED	SUPERIOR	DISTINGUISHED
PROFICIENCY BENCHMARK	PROFICIENCY BENCHMARK	PROFICIENCY BENCHMARK	PROFICIENCY BENCHMARK	PROFICIENCY BENCHMARK
<i>I can</i> participate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using words, phrases, simple sentences, and questions.	<i>I can</i> interact in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.	<i>I can</i> maintain spontaneous spoken, written, or signed conversations and discussions across various time frames on familiar and concrete unfamiliar topics using series of connected sentences and probing questions.	<i>I can</i> engage in extended spoken, written, or signed discussions and debates on concrete and abstract issues and ideas and some areas of specialized expertise, using complex discourse with supporting arguments and exploring hypotheses.	<i>I can</i> engage in conceptually and linguistically complex spoken, written, or signed discussions and debates on a wide range of global issues and abstract concepts, using complex discourse and adapting to the cultural context of the conversation.

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

NOVICE			INTERMEDIATE			ADVANCED			SUPERIOR	DISTINGUISHED
PERFORMANCE INDICATORS			PERFORMANCE INDICATORS			PERFORMANCE INDICATORS			PERFORMANCE INDICATOR	PERFORMANCE INDICATOR
LOW	MID	HIGH	LOW	MID	HIGH	LOW	MID	HIGH		
<i>I can</i> provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures, facial expressions, or visuals.	<i>I can</i> request and provide information by asking and answering simple questions on both very familiar and everyday topics, using a mix of practiced or memorized words, phrases, and simple sentences.	<i>I can</i> request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time.	<i>I can</i> exchange information on familiar topics and topics of interest, creating simple sentences and appropriate follow-up questions.	<i>I can</i> exchange information on familiar topics and some researched topics, creating sentences and some series of sentences to ask and answer a variety of follow-up questions.	<i>I can</i> exchange information, often across various time frames, on a variety of familiar and researched topics, creating series of sentences to ask and answer a variety of questions.	<i>I can</i> exchange and discuss information and ideas across various time frames on a variety of familiar and some unfamiliar topics, using series of connected sentences to ask and answer a variety of questions.	<i>I can</i> maintain discussions across time frames on a wide variety of familiar and unfamiliar topics, using probing questions and detailed responses.	<i>I can</i> discuss and debate on a variety of complex concrete topics, often addressing hypothetical or abstract issues, using probing questions and explanations.	<i>I can</i> discuss and debate at length on a variety of hypothetical or abstract issues, including general social interests and some areas of personal and professional expertise, using complex discourse with supporting arguments and exploring hypotheses.	<i>I can</i> discuss and debate at length on global issues and abstract concepts, using complex discourse and adapting language in culturally nuanced ways to the context of the conversation.

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

NOVICE			INTERMEDIATE			ADVANCED			SUPERIOR	DISTINGUISHED
PERFORMANCE INDICATORS			PERFORMANCE INDICATORS			PERFORMANCE INDICATORS			PERFORMANCE INDICATOR	PERFORMANCE INDICATOR
LOW	MID	HIGH	LOW	MID	HIGH	LOW	MID	HIGH		
<i>I can</i> express basic preferences or feelings on very familiar topics, using practiced or memorized words and phrases, with the help of gestures, facial expressions, or visuals.	<i>I can</i> express and ask about preferences or feelings and react to those of others on both very familiar and everyday topics, using a mix of practiced or memorized words, phrases, simple sentences, and questions.	<i>I can</i> express and react to preferences and opinions on both familiar and everyday topics, using simple sentences most of the time and asking questions to keep the conversation on topic.	<i>I can</i> express and react to preferences and opinions with some details on familiar topics and topics of interest, creating simple sentences and appropriate follow-up questions.	<i>I can</i> exchange preferences and opinions on familiar topics and some researched topics, creating sentences and some series of sentences to ask and answer a variety of follow-up questions.	<i>I can</i> explain preferences and opinions, often across various time frames, on a variety of familiar and researched topics, creating series of sentences to ask and answer a variety of questions.	<i>I can</i> maintain conversations across various time frames by explaining and comparing preferences and opinions on a variety of familiar and some unfamiliar topics, using series of connected sentences to ask and answer a variety of questions.	<i>I can</i> maintain extended conversations across time frames by supporting, reacting to, and comparing preferences and opinions on a wide variety of familiar and unfamiliar topics, using probing questions and detailed responses.	<i>I can</i> discuss, support and sometimes debate opinions and give advice on a variety of complex concrete topics, often addressing hypothetical or abstract issues, using probing questions.	<i>I can</i> discuss and debate opinions and exchange advice on a variety of hypothetical or abstract issues, including general social interests and some areas of personal and professional expertise, using complex discourse with supporting arguments and exploring hypotheses.	<i>I can</i> discuss and debate opinions, evaluate advice, and advocate for actions on global issues and abstract concepts, using complex discourse and adapting language in culturally nuanced ways to the conversation.

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

NOVICE			INTERMEDIATE			ADVANCED			SUPERIOR	DISTINGUISHED
PERFORMANCE INDICATORS			PERFORMANCE INDICATORS			PERFORMANCE INDICATORS			PERFORMANCE INDICATOR	PERFORMANCE INDICATOR
LOW	MID	HIGH	LOW	MID	HIGH	LOW	MID	HIGH		
<i>I can</i> express some basic needs related to very familiar activities, using practiced or memorized words and phrases, with the help of gestures, facial expressions, or visuals.	<i>I can</i> express and ask about basic needs related to familiar and everyday activities, using a mix of practiced or memorized words, phrases, simple sentences, and questions.	<i>I can</i> begin to interact with others to meet my basic needs related to routine activities, using simple sentences, and questions most of the time.	<i>I can</i> interact with others to meet my needs in familiar situations, creating simple sentences and appropriate follow-up questions.	<i>I can</i> interact with others to meet my needs in a variety of familiar situations, creating sentences and some series of sentences to ask and answer a variety of follow-up questions.	<i>I can</i> interact with others, often across various time frames, to meet my needs in a variety of situations, sometimes involving a complication, creating series of sentences to ask and answer a variety of questions.	<i>I can</i> interact and negotiate across various time frames to resolve an unexpected complication in a familiar situation, using series of connected sentences to ask and answer a variety of questions.	<i>I can</i> interact and negotiate across time frames offering a variety of solutions to resolve an unexpected complication in a familiar situation, using probing questions and detailed responses.	<i>I can</i> interact and negotiate to resolve an unexpected complication in an unfamiliar situation, using probing questions and explanations.	<i>I can</i> interact and negotiate to resolve matters in a variety of personal, social, and professional situations, using complex discourse with supporting arguments and exploring hypotheses.	<i>I can</i> interact, negotiate, and advocate for resolutions on global issues and abstract concepts in a culturally nuanced manner, using complex discourse and adapting language in culturally nuanced ways to the conversation.



PRESENTATIONAL COMMUNICATION

NOVICE PROFICIENCY BENCHMARK	INTERMEDIATE PROFICIENCY BENCHMARK	ADVANCED PROFICIENCY BENCHMARK	SUPERIOR PROFICIENCY BENCHMARK	DISTINGUISHED PROFICIENCY BENCHMARK
<i>I can</i> share 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.	<i>I can</i> provide information and express my thoughts about familiar topics, creating sentences and series of connected sentences through spoken, written, or signed language.	<i>I can</i> organize, express, and present information to an audience in a detailed way on concrete unfamiliar topics, using paragraphs across various time frames through spoken, written, or signed language.	<i>I can</i> present to a wide variety of audiences on hypothetical or abstract issues and ideas ranging from broad general interests to my areas of specialized expertise, producing extended discourse with precision of expression, using spoken, written, or signed language.	<i>I can</i> present on a wide range of global issues and highly abstract concepts, producing conceptually and linguistically complex discourse and adapting to the cultural context of the audience using spoken, written, or signed language.

How can I present information to **inform and explain**?

NOVICE PERFORMANCE INDICATORS			INTERMEDIATE PERFORMANCE INDICATORS			ADVANCED PERFORMANCE INDICATORS			SUPERIOR PERFORMANCE INDICATOR	DISTINGUISHED PERFORMANCE INDICATOR
LOW	MID	HIGH	LOW	MID	HIGH	LOW	MID	HIGH		
<i>I can</i> name very familiar people, places and objects, using practiced or memorized words and phrases, with the help of gestures, facial expressions, or visuals.	<i>I can</i> share information on both very familiar and everyday topics, using a mix of practiced or memorized words, phrases, and simple sentences.	<i>I can</i> share information on both familiar and everyday topics of interest, using simple sentences most of the time.	<i>I can</i> describe aspects of familiar topics and topics of interest, creating simple sentences.	<i>I can</i> give straightforward explain aspects of familiar topics and some researched topics, creating sentences and strings of connected sentences.	<i>I can</i> give detailed explanations, often across various time frames, on a variety of familiar and researched topics, creating short paragraphs.	<i>I can</i> give detailed explanations across various time frames on a variety of familiar and some unfamiliar topics, using paragraphs.	<i>I can</i> give detailed explanations across time frames on a wide variety of familiar and unfamiliar topics, using organized paragraphs.	<i>I can</i> give detailed explanations on a variety of complex, concrete topics and some hypothetical or abstract issues, using organized paragraphs.	<i>I can</i> deliver clearly articulated, well-structured presentations to various audiences on a variety of hypothetical or abstract issues, including general social interests and some areas of personal and professional expertise, producing extended and precise discourse.	<i>I can</i> adapt my language to the characteristics of the audience and embed cultural perspectives while presenting on global issues and abstract concepts, using complex, culturally nuanced discourse with accuracy, efficiency, and effectiveness.

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

NOVICE PERFORMANCE INDICATORS			INTERMEDIATE PERFORMANCE INDICATORS			ADVANCED PERFORMANCE INDICATORS			SUPERIOR PERFORMANCE INDICATOR	DISTINGUISHED PERFORMANCE INDICATOR
LOW	MID	HIGH	LOW	MID	HIGH	LOW	MID	HIGH		
<i>I can</i> express my likes and dislikes on very familiar topics, using practiced or memorized words and phrases, with the help of gestures, facial expressions, or visuals.	<i>I can</i> express my likes and dislikes on very familiar and everyday topics of interest, using a mix of practiced or memorized words, phrases, and simple sentences	<i>I can</i> express my preferences on familiar and everyday topics of interest, using simple sentences most of the time.	<i>I can</i> express my preferences and opinions and tell why I feel that way on familiar and everyday topics of interest, creating simple sentences.	<i>I can</i> state my viewpoint and give some reasons to support it on familiar topics, creating sentences and strings of connected sentences.	<i>I can</i> state my viewpoint and give reasons to support it, often across various time frames, on familiar or researched topics, creating short paragraphs.	<i>I can</i> state a viewpoint with supporting evidence across various time frames on a variety of familiar and some unfamiliar topics, using paragraphs.	<i>I can</i> present an argument with supporting evidence across time frames, on a wide variety of familiar and unfamiliar topics, using organized paragraphs.	<i>I can</i> clearly and accurately present an argument with supporting evidence on a variety of complex concrete topics, and some hypothetical or abstract issues, using organized paragraphs.	<i>I can</i> deliver a clearly articulated, well-structured argument, refute counterarguments, and provide extensive supporting evidence on a variety of hypothetical or abstract issues, including general social interests and some areas of personal and professional expertise, producing extended, precise discourse.	<i>I can</i> tailor a sophisticated presentation to advocate my own or another's point of view, or persuade an audience whose attitudes and cultural perspectives may be different from my own, on global issues and abstract concepts, using complex, culturally nuanced discourse with accuracy, efficiency, and effectiveness.

How can I present information to **narrate about my life, experiences, and events**?

NOVICE PERFORMANCE INDICATORS			INTERMEDIATE PERFORMANCE INDICATORS			ADVANCED PERFORMANCE INDICATORS			SUPERIOR PERFORMANCE INDICATOR	DISTINGUISHED PERFORMANCE INDICATOR
LOW	MID	HIGH	LOW	MID	HIGH	LOW	MID	HIGH		
<i>I can</i> introduce myself using practiced or memorized words and phrases, with the help of gestures, facial expressions, or visuals.	<i>I can</i> share information about myself, my interests, and my activities using a mix of practiced or memorized words, phrases, and simple sentences.	<i>I can</i> share information about my life and activities, using simple sentences most of the time.	<i>I can</i> describe activities and events, creating simple sentences.	<i>I can</i> tell a story about activities, events, and other social experiences, creating sentences and strings of connected sentences.	<i>I can</i> tell stories, often across various time frames, about school and community events and personal experiences, creating short paragraphs.	<i>I can</i> tell stories across various time frames about school and community events and personal experiences, using paragraphs.	<i>I can</i> tell detailed stories across time frames, based on concrete experiences in academic, social, and professional topics of interest, using organized paragraphs.	<i>I can</i> give detailed narrations on a variety of topics related to local and global issues and experiences, often at an abstract or hypothetical level, using organized paragraphs.	<i>I can</i> deliver clearly articulated, coherent, and detailed narrations on complex abstract and hypothetical issues, producing extended, precise discourse.	<i>I can</i> 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, using complex, culturally nuanced discourse with accuracy, efficiency, and effectiveness.



INTERPRETIVE COMMUNICATION

PERFORMANCE INDICATORS – UNPACKED

NOVICE	INTERMEDIATE	ADVANCED	SUPERIOR	DISTINGUISHED
PROFICIENCY BENCHMARK	PROFICIENCY BENCHMARK	PROFICIENCY BENCHMARK	PROFICIENCY BENCHMARK	PROFICIENCY BENCHMARK
I can identify the general topic and some basic information in both very familiar and everyday contexts from words, phrases, and simple sentences in texts that are spoken, written, or signed.	I can understand the main idea and some related pieces of information on familiar topics from sentences and series of connected sentences in texts that are spoken, written, or signed.	I can understand the main message, the author’s purpose, and supporting details on a wide variety of familiar and general interest topics in longer texts that are spoken, written, or signed.	I can interpret and infer meaning on a range of unfamiliar, abstract, and specialized issues or themes in academic, technical, and professional texts that are spoken, written, or signed.	I can interpret and infer meaning on a wide range of global issues or themes and highly abstract concepts, with deeply embedded cultural references, colloquialisms, and language varieties from dense, structurally sophisticated texts that are spoken, written, or signed.

What can I understand, interpret, or analyze in authentic **informational texts and media**?

NOVICE			INTERMEDIATE			ADVANCED			SUPERIOR	DISTINGUISHED
PERFORMANCE INDICATORS			PERFORMANCE INDICATORS			PERFORMANCE INDICATORS			PERFORMANCE INDICATOR	PERFORMANCE INDICATOR
LOW	MID	HIGH	LOW	MID	HIGH	LOW	MID	HIGH		
Function: I can identify memorized or familiar words	Function: I can identify some basic facts	Function: I can identify the topic and some isolated facts	Function: I can identify the topic and related information	Function: I can understand the main idea and key information	Function: I can follow the main message in various time frames	Function: I can identify the underlying message and some supporting details across various time frames	Function: I can understand the underlying message and most supporting details across time frames	Function: I can follow the flow of ideas and infer meaning	Function: I can follow the flow of ideas and infer meaning	Function: I can easily understand sophisticated language regardless of the cultural context or complexity
Context: in short, straightforward informational texts and media that are supported by gestures, facial expressions, or visuals	Context: in short, straightforward informational texts and media that are supported by gestures, facial expressions, or visuals	Context: in short, straightforward informational texts and media	Context: in descriptive informational texts and media	Context: in descriptive informational texts and media	Context: in informational texts and media involving familiar and some concrete unfamiliar topics or genres	Context: in informational texts and media involving familiar and some concrete unfamiliar topics or genres	Context: in informational texts and media involving familiar and some unfamiliar topics or genres	Context: in informational texts and media involving a variety of unfamiliar, abstract topics or genres and different viewpoints	Context: in extended informational texts and media involving unfamiliar and abstract professional, technical, and academic content	Context: in extended informational texts and media in almost any genre and almost any professional, technical, and academic content
Text Type: from words and phrases	Text Type: from memorized or familiar words and phrases	Text Type: from simple sentences	Text Type: from simple sentences	Text Type: from connected sentences	Text Type: from series of sentences and paragraphs	Text Type: from multiple paragraphs	Text Type: from multiple paragraphs	Text Type: from multiple paragraphs	Text Type: from complex language	Text Type: from dense, conceptually complex language



INTERPRETIVE COMMUNICATION
PERFORMANCE INDICATORS – UNPACKED

What can I understand, interpret, or analyze in authentic **fictional texts and media**?

NOVICE			INTERMEDIATE			ADVANCED			SUPERIOR	DISTINGUISHED
PERFORMANCE INDICATORS			PERFORMANCE INDICATORS			PERFORMANCE INDICATORS			PERFORMANCE INDICATOR	PERFORMANCE INDICATOR
LOW	MID	HIGH	LOW	MID	HIGH	LOW	MID	HIGH		
Function: I can identify memorized or familiar words	Function: I can identify some basic information	Function: I can identify the topic and some isolated elements	Function: I can identify the topic and related information	Function: I can understand the main story and key information	Function: I can follow the main story and actions in various time frames	Function: I can follow the main story and some supporting details across various time frames	Function: I can follow the main story and most supporting details across time frames	Function: I can follow the flow of ideas and some nuance	Function: I can follow the flow of ideas and infer meaning	Function: I can interpret tone, nuance, and mood regardless of the cultural context or complexity
Context: in short, straightforward fictional texts and media that are supported by gestures, facial expressions, or visuals	Context: in short, straightforward fictional texts and media that are supported by gestures, facial expressions, or visuals	Context: in short, straightforward fictional texts and media	Context: in short fictional texts and media	Context: in fictional texts and media	Context: in fictional texts and media involving familiar and some concrete unfamiliar topics or genres	Context: in fictional texts and media involving familiar and some concrete unfamiliar topics or genres	Context: in fictional texts and media involving familiar and some unfamiliar topics or genres	Context: in fictional texts and media involving a variety of unfamiliar, abstract topics or genres and different viewpoints	Context: in extended fictional texts and media involving unfamiliar and abstract content	Context: in extended fictional texts and media in almost any genre and content
Text Type: from words and phrases	Text Type: from memorized or familiar words and phrases	Text Type: from simple sentences	Text Type: from simple sentences	Text Type: from connected sentences	Text Type: from series of sentences and paragraphs	Text Type: from multiple paragraphs	Text Type: from multiple paragraphs	Text Type: from multiple paragraphs	Text Type: from complex language	Text Type: from dense, conceptually complex language

What can I understand, interpret, or analyze in **observed conversations and discussions**?

NOVICE			INTERMEDIATE			ADVANCED			SUPERIOR	DISTINGUISHED
PERFORMANCE INDICATORS			PERFORMANCE INDICATORS			PERFORMANCE INDICATORS			PERFORMANCE INDICATOR	PERFORMANCE INDICATOR
LOW	MID	HIGH	LOW	MID	HIGH	LOW	MID	HIGH		
Function: I can understand memorized or familiar words	Function: I can identify some basic facts	Function: I can understand familiar questions and statements	Function: I can identify the main idea	Function: I can identify the main idea and key information	Function: I can understand the main idea and flow of events in various time frames	Function: I can understand the main message and some supporting details across various time frames	Function: I can understand the main message and most supporting details across time frames	Function: I can follow the flow of ideas and some nuances from different viewpoints	Function: I can follow the flow of ideas and infer meaning	Function: I can interpret tone, nuance, and mood regardless of the cultural context or complexity
Context: in short, straightforward conversations that are supported by gestures, facial expressions, or visuals	Context: in short, straightforward conversations that are supported by gestures, facial expressions, or visuals	Context: in short, straightforward conversations	Context: in conversations	Context: in conversations	Context: in conversations and discussions involving familiar and some concrete unfamiliar topics or genres	Context: in conversations and discussions involving familiar and some concrete unfamiliar topics or genres	Context: in conversations and discussions involving familiar and some unfamiliar topics or genres	Context: in conversations and discussions involving a variety of unfamiliar, abstract topics or genres and different viewpoints	Context: in extended conversations and discussions involving unfamiliar and abstract content	Context: in extended conversations and discussions on almost any topic
Text Type: from words and phrases	Text Type: from memorized or familiar words and phrases	Text Type: from simple sentences	Text Type: from simple sentences	Text Type: from connected sentences	Text Type: from series of sentences and paragraphs	Text Type: from multiple paragraphs	Text Type: from multiple paragraphs	Text Type: from multiple paragraphs	Text Type: from complex language	Text Type: from dense, conceptually complex language



INTERPERSONAL COMMUNICATION
PERFORMANCE INDICATORS – UNPACKED

NOVICE PROFICIENCY BENCHMARK	INTERMEDIATE PROFICIENCY BENCHMARK	ADVANCED PROFICIENCY BENCHMARK	SUPERIOR PROFICIENCY BENCHMARK	DISTINGUISHED PROFICIENCY BENCHMARK
I can participate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using words, phrases, simple sentences, and questions.	I can interact in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.	I can maintain spontaneous spoken, written, or signed conversations and discussions across various time frames on familiar and concrete unfamiliar topics using series of connected sentences and probing questions.	I can engage in extended spoken, written, or signed discussions and debates on concrete and abstract issues and ideas and some areas of specialized expertise, using complex discourse with supporting arguments and exploring hypotheses.	I can engage in conceptually and linguistically complex spoken, written, or signed discussions and debates on a wide range of global issues and abstract concepts, using complex discourse and adapting to the cultural context of the conversation.

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

NOVICE PERFORMANCE INDICATORS			INTERMEDIATE PERFORMANCE INDICATORS			ADVANCED PERFORMANCE INDICATORS			SUPERIOR PERFORMANCE INDICATOR	DISTINGUISHED PERFORMANCE INDICATOR
LOW	MID	HIGH	LOW	MID	HIGH	LOW	MID	HIGH		
Function: I can provide information by answering a few simple questions	Function: I can request and provide information by asking and answering simple questions	Function: I can request and provide information by asking and answering practiced and some original questions	Function: I can exchange information	Function: I can exchange information	Function: I can exchange information, often across various time frames	Function: I can exchange and discuss information and ideas across various time frames	Function: I can maintain discussions across time frames	Function: I can discuss and debate	Function: I can discuss and debate at length	Function: I can discuss and debate at length
Context: on very familiar topics with the help of gestures, facial expressions, or visuals	Context: on both very familiar and everyday topics	Context: on both familiar and everyday topics	Context: on familiar topics and topics of interest	Context: on familiar topics and some researched topics	Context: on a variety of familiar and researched topics	Context: on a variety of familiar and some unfamiliar topics	Context: on a wide variety of familiar and unfamiliar topics	Context: on a variety of complex concrete topics, often addressing hypothetical or abstract issues	Context: on a variety of hypothetical or abstract issues including general social interests and some areas of personal and professional expertise	Context: on global issues and abstract concepts
Text Type: using practiced or memorized words and phrases	Text Type: using a mix of practiced or memorized words, phrases, and simple sentences	Text Type: using simple sentences most of the time	Text Type: creating simple sentences and appropriate follow-up questions	Text Type: creating sentences, some series of sentences, and a variety of follow-up questions	Text Type: creating series of sentences and a variety of questions	Text Type: using series of connected sentences and a variety of questions	Text Type: using probing questions and detailed responses	Text Type: using probing questions and explanations	Text Type: using complex discourse with supporting arguments and exploration of hypotheses	Text Type: using complex discourse and language adapted in culturally nuanced ways to the context of the conversation



INTERPERSONAL COMMUNICATION

PERFORMANCE INDICATORS – UNPACKED

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

NOVICE			INTERMEDIATE			ADVANCED			SUPERIOR	DISTINGUISHED
PERFORMANCE INDICATORS			PERFORMANCE INDICATORS			PERFORMANCE INDICATORS			PERFORMANCE INDICATOR	PERFORMANCE INDICATOR
LOW	MID	HIGH	LOW	MID	HIGH	LOW	MID	HIGH		
Function: I can express basic preferences or feelings	Function: I can express and ask about preferences or feelings and react to those of others	Function: I can express and react to preferences and opinions and keep the conversation on topic	Function: I can express and react to preferences and opinions with some details	Function: I can exchange preferences and opinions	Function: I can explain preferences and opinions, often across various time frames	Function: I can maintain conversations across various time frames by explaining and comparing preferences and opinions	Function: I can maintain extended conversations across time frames by supporting, reacting to, and comparing preferences and opinions, and expressing advice and emotions	Function: I can discuss, support, and sometimes debate opinions and give advice	Function: I can discuss opinions and give advice	Function: I can discuss opinions and advocate for actions
Context: on very familiar topics with the help of gestures, facial expressions, or visuals	Context: on both very familiar and everyday topics	Context: on both familiar and everyday topics	Context: on familiar topics and topics of interest	Context: on familiar topics and some researched topics	Context: on a variety of familiar and researched topics	Context: on a variety of familiar and some unfamiliar topics	Context: on a wide variety of familiar and unfamiliar topics	Context: on a variety of complex concrete topics, often addressing hypothetical or abstract issues	Context: on a variety of hypothetical or abstract issues including general social interests and some areas of personal and professional expertise	Context: on global issues and abstract concepts
Text Type: using practiced or memorized words and phrases	Text Type: using a mix of practiced or memorized words, phrases, simple sentences, and questions	Text Type: using simple sentences, and questions most of the time	Text Type: creating simple sentences and appropriate follow-up questions	Text Type: creating sentences, some series of sentences, and a variety of follow-up questions	Text Type: creating series of sentences and a variety of questions	Text Type: using series of connected sentences and a variety of questions	Text Type: using probing questions and detailed responses	Text Type: using probing questions and explanations	Text Type: using complex discourse with supporting arguments and exploration of hypotheses	Text Type: using complex discourse and language adapted in culturally nuanced ways to the context of the conversation

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

NOVICE			INTERMEDIATE			ADVANCED			SUPERIOR	DISTINGUISHED
PERFORMANCE INDICATORS			PERFORMANCE INDICATORS			PERFORMANCE INDICATORS			PERFORMANCE INDICATOR	PERFORMANCE INDICATOR
LOW	MID	HIGH	LOW	MID	HIGH	LOW	MID	HIGH		
Function: I can express some basic needs	Function: I can express and ask about basic needs	Function: I can begin to interact with others to meet my basic needs	Function: I can interact with others to meet my needs	Function: I can interact with others to meet my needs	Function: I can interact with others to meet my needs, often across various time frames	Function: I can interact and negotiate across various time frames	Function: I can interact and negotiate across time frames offering a variety of solutions	Function: I can interact and negotiate	Function: I can interact and negotiate	Function: I can interact, negotiate, and advocate for resolutions.
Context: related to very familiar activities with the help of gestures, facial expressions, or visuals	Context: related to familiar and everyday activities	Context: related to routine activities	Context: in familiar situations	Context: in a variety of familiar situations	Context: in a variety of situations, sometimes involving a complication	Context: to resolve an unexpected complication in a familiar situation	Context: to resolve an unexpected complication in a familiar situation	Context: to resolve an unexpected complication in an unfamiliar situation	Context: on a variety of hypothetical or abstract issues, including general social interests and some areas of personal and professional expertise	Context: on global issues and abstract concepts
Text Type: using practiced or memorized words and phrases	Text Type: using a mix of practiced or memorized words, phrases, simple sentences, and questions	Text Type: using simple sentences, and questions most of the time	Text Type: creating simple sentences and appropriate follow-up questions	Text Type: creating sentences, some series of sentences, and a variety of follow-up questions	Text Type: creating series of sentences and a variety of questions	Text Type: using series of connected sentences and a variety of questions	Text Type: using probing questions and detailed responses	Text Type: using probing questions and explanations	Text Type: using complex discourse with supporting arguments and exploration of hypotheses	Text Type: using complex discourse and language adapted in culturally nuanced ways to the context of the conversation



PRESENTATIONAL COMMUNICATION
PERFORMANCE INDICATORS – UNPACKED

NOVICE PROFICIENCY BENCHMARK	INTERMEDIATE PROFICIENCY BENCHMARK	ADVANCED PROFICIENCY BENCHMARK	SUPERIOR PROFICIENCY BENCHMARK	DISTINGUISHED PROFICIENCY BENCHMARK
<i>I can</i> share 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.	<i>I can</i> provide information and express my thoughts about familiar topics, creating sentences and series of connected sentences through spoken, written, or signed language.	<i>I can</i> organize, express, and present information to an audience in a detailed way on concrete unfamiliar topics, using paragraphs across various time frames through spoken, written, or signed language.	<i>I can</i> present to a wide variety of audiences on hypothetical or abstract issues and ideas ranging from broad general interests to my areas of specialized expertise, producing extended discourse with precision of expression, using spoken, written, or signed language.	<i>I can</i> present on a wide range of global issues and highly abstract concepts, producing conceptually and linguistically complex discourse and adapting to the cultural context of the audience using spoken, written, or signed language.

How can I present information to **inform and explain**?

NOVICE PERFORMANCE INDICATORS			INTERMEDIATE PERFORMANCE INDICATORS			ADVANCED PERFORMANCE INDICATORS			SUPERIOR PERFORMANCE INDICATOR	DISTINGUISHED PERFORMANCE INDICATOR
LOW	MID	HIGH	LOW	MID	HIGH	LOW	MID	HIGH		
Function: I can name	Function: I can share information	Function: I can share information	Function: I can describe	Function: I can explain	Function: I can give detailed explanations, often across various time frames	Function: I can give detailed explanations across various time frames	Function: I can give detailed explanations across time frames	Function: I can give detailed explanations	Function: I can deliver clearly articulated, well-structured presentations to various audiences	Function: I can adapt my language to the characteristics of the audience and embed cultural perspectives while presenting
Context: very familiar people, places, and objects, with the help of gestures, facial expressions, or visuals	Context: on both very familiar and everyday topics	Context: on both familiar and everyday topics,	Context: aspects of familiar topics and topics of interest	Context: aspects of familiar topics and some researched topics	Context: on a variety of familiar and researched topics	Context: on a variety of familiar and some unfamiliar topics	Context: on a wide variety of familiar and unfamiliar topics	Context: on a variety of complex concrete topics and some hypothetical or abstract issues	Context: on a variety of hypothetical or abstract issues including general social interests and some areas of personal and professional expertise	Context: on global issues and abstract concepts
Text Type: using practiced or memorized words and phrases	Text Type: using a mix of practiced or memorized words, phrases, and simple sentences	Text Type: using simple sentences most of the time	Text Type: creating simple sentences	Text Type: creating sentences and strings of connected sentences	Text Type: creating short paragraphs	Text Type: using paragraphs	Text Type: using organized paragraphs	Text Type: using organized paragraphs	Text Type: producing extended discourse with precision of expression	Text Type: using complex, culturally nuanced discourse with accuracy, efficiency, and effectiveness



PRESENTATIONAL COMMUNICATION
PERFORMANCE INDICATORS – UNPACKED

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

NOVICE			INTERMEDIATE			ADVANCED			SUPERIOR	DISTINGUISHED
PERFORMANCE INDICATORS			PERFORMANCE INDICATORS			PERFORMANCE INDICATORS			PERFORMANCE INDICATOR	PERFORMANCE INDICATOR
LOW	MID	HIGH	LOW	MID	HIGH	LOW	MID	HIGH		
Function: I can express my likes and dislikes	Function: I can express my likes and dislikes	Function: I can express my preferences	Function: I can express my preferences and opinions and tell why I feel that way	Function: I can state my viewpoint and give some reasons to support it	Function: I can state my viewpoint and give reasons to support it, often across various time frames	Function: I can state a viewpoint with supporting evidence across various time frames	Function: I can present an argument with supporting evidence across time frames	Function: I can clearly and accurately present an argument with supporting evidence	Function: I can deliver a clearly articulated, well-structured argument, refute counterarguments, and provide extensive supporting evidence	Function: I can tailor a sophisticated presentation to advocate my own or another's point of view, or persuade an audience whose attitudes and cultural perspectives may be different from my own
Context: on very familiar topics, with the help of gestures, facial expressions, or visuals	Context: on very familiar and everyday topics of interest	Context: on familiar and everyday topics of interest	Context: on familiar and everyday topics of interest	Context: on familiar topics	Context: on familiar or researched topics	Context: on a variety of familiar and some unfamiliar topics	Context: on a wide variety of familiar and unfamiliar topics	Context: on a variety of complex concrete topics and some hypothetical or abstract issues	Context: on a variety of hypothetical or abstract issues, including general social interests and some areas of personal and professional expertise	Context: on global issues and abstract concepts
Text Type: using practiced or memorized words and phrases	Text Type: using a mix of practiced or memorized words, phrases, and simple sentences	Text Type: using simple sentences most of the time	Text Type: creating simple sentences	Text Type: creating sentences and strings of connected sentences	Text Type: creating short paragraphs	Text Type: using paragraphs	Text Type: using organized paragraphs	Text Type: using organized paragraphs	Text Type: producing extended discourse with precision of expression	Text Type: using complex, culturally nuanced discourse with accuracy, efficiency, and effectiveness

How can I present information to **narrate about my life, experiences, and events?**

NOVICE			INTERMEDIATE			ADVANCED			SUPERIOR	DISTINGUISHED
PERFORMANCE INDICATORS			PERFORMANCE INDICATORS			PERFORMANCE INDICATORS			PERFORMANCE INDICATOR	PERFORMANCE INDICATOR
LOW	MID	HIGH	LOW	MID	HIGH	LOW	MID	HIGH		
Function: I can introduce	Function: I can share information	Function: I can share information	Function: I can describe	Function: I can tell a story	Function: I can tell stories, often across various time frames	Function: I can tell stories across various time frames	Function: I can tell detailed stories across time frames	Function: I can give detailed narrations	Function: I can deliver clearly articulated, coherent, and detailed narrations	Function: 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
Context: myself, with the help of gestures, facial expressions, or visuals	Context: about myself, my interests, and my activities	Context: about my life and activities	Context: activities and events	Context: about activities, events, and other social experiences	Context: about school and community events and personal experiences	Context: about school and community events and personal experiences	Context: based on concrete experiences in academic, social, and professional topics of interest	Context: on a variety of topics related to local and global issues and experiences, often at an abstract or hypothetical level	Context: on complex abstract and hypothetical issues	Context: on global issues and abstract concepts
Text Type: using practiced or memorized words and phrases	Text Type: using a mix of practiced or memorized words, phrases, and simple sentences	Text Type: using simple sentences most of the time	Text Type: creating simple sentences	Text Type: creating sentences and strings of connected sentences	Text Type: creating short paragraphs	Text Type: using paragraphs	Text Type: using organized paragraphs	Text Type: using organized paragraphs	Text Type: producing extended discourse with precision of expression	Text Type: using complex, culturally nuanced discourse with accuracy, efficiency, and effectiveness

NCSSFL-ACTFL CAN-DO STATEMENTS GLOSSARY OF KEY TERMS

TERM	EXPLANATION	EXAMPLES
Authentic Texts and Media	<p>The Interpretive Can-Do Statements describe learner performance when accessing a variety of authentic texts and media across cultures for reading, viewing, and listening, beginning at Novice Low. Early exposure to cultural materials is essential for developing intercultural communicative competence for all learners.</p> <p>In the context of the Interpretive Can-Do Statements, <i>authentic texts</i> indicate print, digital, or media materials created by members of a language and culture group for members of the same language and culture group, and which learners would encounter beyond the classroom or learning environment.</p> <p>Educators also incorporate a variety of high-quality materials and strategies that help learners achieve their goals for Interpretive Communication, which might include textbooks, readers, or teacher-created materials that serve as a scaffold or bridge to accessing authentic materials at every level.</p>	<p>Novice Level Resources</p> <p><i>Titles (job, film, book, song)</i></p> <p><i>Headlines or lists</i></p> <p><i>Signage, posters, flyers</i></p> <p><i>Stories or poetry excerpts</i></p> <p><i>Simple lyrics</i></p> <p><i>Social media posts</i></p> <p><i>Commercials or ads</i></p> <p><i>Commerce websites</i></p> <p><i>Organization websites</i></p> <p><i>Education websites</i></p> <p><i>Tourism websites</i></p> <p><i>Simple infographics</i></p> <p><i>Maps (heat, geography)</i></p> <p><i>Reports (weather, census)</i></p> <p><i>Step-by-step instructions</i></p> <p><i>Museum online exhibits</i></p> <p><i>Receipts or bills</i></p> <p><i>Games or gaming</i></p> <p><i>Genealogy charts</i></p>
Connected Sentences	A series of sentences that logically build on each other to share an idea. They are beyond the level of simple sentences but do not yet have the organizational structure of a full paragraph, such as an introduction and conclusion.	<i>I work in an office, and I help customers every day. Usually, I answer emails and phone calls. When the office is busy, I feel stressed, but I like my job.</i>
Everyday	Everyday contexts are those in which learners have knowledge of words, content, or contexts related to their daily life, interests, or community.	<i>Meals and eating habits</i> <i>Transportation options</i> <i>Housing and daily routines</i>
Familiar	Familiar contexts are those in which learners have been exposed to language and content related to a specific topic or focus that may be new or unfamiliar. This new knowledge can also serve as background knowledge for future learning.	<i>Environmental actions</i> <i>Culture-specific celebration</i> <i>Food sources or agriculture</i> <i>Arts, music, and literature</i> <i>Social norms and etiquette</i>
Infer Meaning	Use background knowledge, literacy skills, or literary devices to make meaning or understand content, nuance, tone, purpose, etc.	<i>Cognates, context clues, background knowledge, word families, alliteration, juxtaposition, symbolism</i>

TERM	EXPLANATION	EXAMPLES
Intercultural Communicative Competence (ICC)	ICC refers to the ability to interact effectively and appropriately with people across language and cultural backgrounds. ICC develops as the result of a process of intentional goal setting and self-reflection around language and cultures and involves attitudinal changes toward one's own and other cultures. ICC is essential for establishing effective, positive relationships across cultures, which is essential in a global society.	<i>Observing, noticing, discovering, comparing, considering, thinking, recommending, planning, hypothesizing, feeling, creating, receiving, valuing, imagining, appreciating, preferring</i>
Intercultural Investigation:		Landmarks/Monuments
Identify	Identify: to notice, recognize, name, or list products and practices to help understand perspectives.	Identify: List familiar landmarks and monuments and what they represent to people.
Compare	Compare: to look at products and practices side by side and describe their relationship in an organized way to help understand perspectives.	Compare: Describe events and beliefs that drive the creation of a monument or the popularity of a landmark.
Explain	Explain: to describe and elaborate on the reasons for how products and practices are related to perspectives.	Explain: Describe the relationship of landmarks and monuments to cultural values, attitudes, or beliefs.
Analyze	Analyze: to examine how products, practices, and perspectives fit together or influence each other based on patterns, structures, or causes.	Analyze: Examine the changes in the significance of landmarks and monuments over time and the feelings or emotions evoked by those who live in the culture.
Evaluate	Evaluate: to assess the impact of the relationship between products, practices, and perspectives using criteria, viewpoints, or other evidence to support reasoning.	Evaluate: Assess the cultural capital of landmarks and monuments from different viewpoints.
Literacy Skills	Learners bring prior skills and experiences to making and sharing meaning when acquiring a new language. These include reading, writing, speaking, listening, viewing, and signing skills across all three modes of intercultural communication. Factors that impact how well learners understand texts and produce language include: <ul style="list-style-type: none"> • text complexity and length • familiarity with the topic and background knowledge • existing and developing literacy skills and strategies 	<i>Recognize key words</i> <i>Detect the main idea</i> <i>Identify supporting details</i> <i>Use self-questioning to monitor understanding</i> <i>Note organizational features</i> <i>Guess meaning from context</i> <i>Make logical inferences</i> <i>Identify the author's purpose</i> <i>Identify cultural perspectives and norms</i> <i>Make personal and text-to-text connections</i>
Paragraph	A group of related sentences that develop a single main idea in a clear, organized way and that goes beyond simple or connected sentences.	<i>Includes a focus topic, introduction, supporting details, conclusion, and logical connections</i>

TERM	EXPLANATION	EXAMPLES
Performance vs Proficiency	<p>Performance refers to what an individual can do within familiar contexts and content areas, using language functions, structures, and vocabulary that have been learned and practiced in a learning or instructional context.</p> <p>Proficiency refers to what an individual can do regardless of the setting, or where, when, and how the language was learned. Proficiency describes an individual's ability to use the language in all types of situations about topics that may or may not be familiar and in contexts that may or may not have been encountered previously.</p>	<p>Performance: <i>A learner explains local transportation options in a francophone city using vocabulary and structures practiced during a unit on travel.</i></p> <p>Proficiency: <i>A traveler in a francophone city missed their train connection and must negotiate with the station manager for an alternative method of transportation.</i></p>
Straightforward Texts or Media	Texts or media that have a clear structure (beginning, middle, end); logical flow with clear transitions; consistent formatting; and/or clear and concise language.	<i>An infographic with images, bullets, and brief phrases or sentences.</i>

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