BOE/CO
Friday Packet
May 31, 2024

Upcoming Meeting Dates

5-31-2024 Curriculum Review Expectations Memo, Dr. Zavodjancik

- *Library/Media Curriculum*
- *World Languages Curricula*

6-5-2024 Finance Committee Regular Meeting Agenda

Upcoming Board of Education Meeting Dates **2024**

June 4	**5:30 PM**	Policy Committee Superintendent Conference Room 501 Kings Hwy East
June 5	**5:00 PM**	Finance Committee Superintendent Conference Room 501 Kings Hwy East
June 11	**5:30 PM**	BoE Executive Session Superintendent Conference Room 501 Kings Hwy East
	7:00 PM	BoE Regular Meeting CO Board Room 501 Kings Hwy East
June 18	**5:00 PM**	Policy Committee Superintendent Conference Room 501 Kings Hwy East
June 19	**9:30 AM**	Facilities Committee Superintendent Conference Room 501 Kings Hwy East
June 25	**5:30 PM**	BoE Executive Session Superintendent Conference Room 501 Kings Hwy East
	7:00 PM	BoE Regular Meeting CO Board Room 501 Kings Hwy East

James Zavodjancik, Ed.D.
Chief Academic Officer
Phone: 203-255-8390
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To: Mr. Michael Testani, Superintendent of Schools

From: Dr. James Zavodjancik, Chief Academic Officer

Date: May 31, 2024

Re: Curriculum Review Expectations – Policy 6140 and Administrative Regulations 6140 AR *Library/Media Curriculum and World Languages Curricula Updates*

Fairfield Public Schools Policy and Administrative Regulations *6140 – Curriculum* outline that the district will engage the Fairfield Board of Education in providing input and expectations before a curriculum review.

The reviews for the 2024-2025 school year will be truncated because these departments (i.e., Library/Media and World Languages) have already begun the review process.

On June 11, 2024, at the regular meeting of the Board of Education, the Library/Media and World Languages Departments will present an update on each content area's anticipated changes since the last review and approval. In anticipation of that presentation, I have included several documents that are guiding the review. They include (linked and enclosed in this memo):

Library Media Department:

- Draft Department Update presentation for June 11, 2024
- Standards and Guidance Documents guiding the curriculum review:
  - 2018 American Association of School Libraries (AASL) Standards – adopted by the CT State Board of Education in 2021
  - International Society for Technology in Education (ISTE) Standards
  - CT State Department of Education Digital Citizenship, Internet Safety, and Media Literacy Guidelines and Recommended Actions

World Languages Department:

- Draft Department Update presentation for June 11, 2024
- Standards and Guidance Documents guiding the curriculum review:
  - American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines
  - ACTFL Performance Indicators
  - ACTFL *Can-Do* Statements
  - Advanced Placement Themes
  - Connecticut Seal of Biliteracy
  - FPS Essential Question and Enduring Understandings Revisions
  - World-Readiness Standards

These documents have guided the curriculum review process. In general, departments begin with the standards and unfold them into courses, units, and lessons when writing curricula.

In addition, I have included two Google Sheets to record information from members of the Fairfield Board of Education. This will assist us in capturing information for the June 11, 2024 presentation and discussion and expectation guidance over the next few months of design.

Library/Media BOE Member Input Form (Tab 1)
World Languages BOE Member Input Form (Tab 2)
Please note that this is a secure sheet and you will need to sign into your FPS .net account.

Each input Google Sheet includes:

- *BOE Member's Name*
- *Upcoming Curriculum Expectations (General)* – any general curriculum expectations should be listed in this category.
- *Upcoming Curriculum Questions (General)* – any general curriculum questions should be listed in this category.
- *2024 Review Suggestions* – any review/process suggestions should be included in this category.
- *Resources/Texts* – each presentation lists the resources/texts under consideration. Any questions, comments, or expectations regarding resources should be included here.
- *Course/Curriculum Sequence* – The current course/curriculum sequences are included in the draft presentations. Any questions or comments regarding this sequence, courses, or alignment should be listed. This may consist of proposals.
- *Standard/Guiding Principles* – Each presentation and the backup documentation enclosed in this memo indicate the guiding standards and documents in which the curriculum is being drafted. Any questions or comments on those standards or guidance documents should be listed here.
- *Updated 2024 Curriculum Design/Expectations as Indicated* – Each presentation includes some items already planned and drafted for the upcoming review and proposal. Please indicate any questions, comments, or expectations on the planned next steps in this category. Courses already listed will remain in the review unless otherwise indicated.
- *Other* – There is a final category labeled *other*. If there is information that does not seem to align with another category, please include it in *other* column.

Library / Media

Fairfield Public Schools

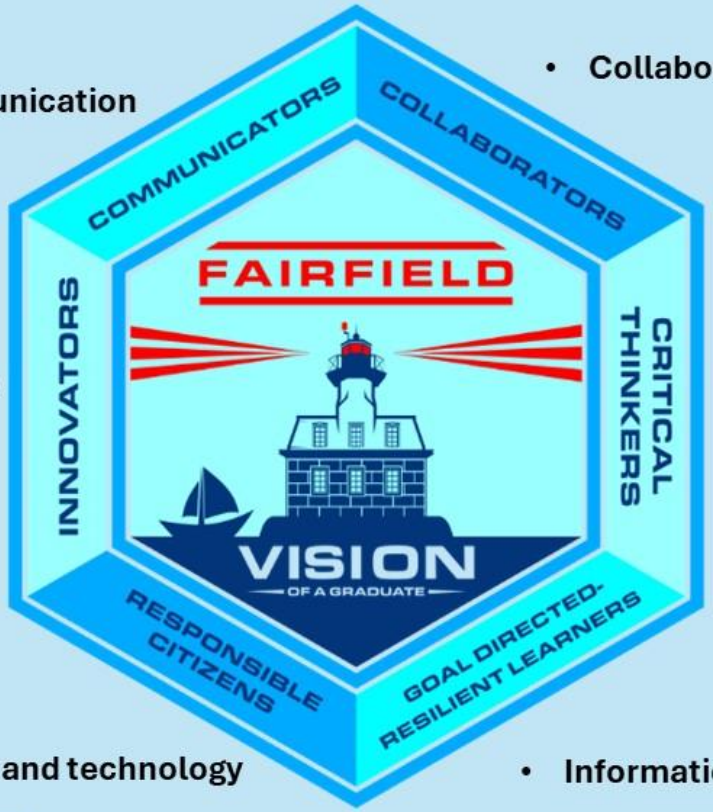
Curriculum Review Preview
Library/Media Department

May 31, 2024

Student Learning Outcomes

- Critical Media Analysis
- Audience-Focused Communication

- Collaborative Problem-Solving



- Apply learning, innovate
- Connect concepts, create

- Analyze data, conclude
- Apply learning, innovate
- Connect concepts

- Digital citizenship
- Critical Media Analysis
- Technology proficiency
- Digital Media Utilization
- Ethical use of information and technology
- Read for enjoyment/learning
- Select informational texts

- Information problem-solving, research

Current Curriculum

1. Inquiry and Information	
1.1	Students will become efficient at gathering, evaluating, using, and creating information using problem-solving and research strategies
1.2	Students will practice responsible and ethical use of information and technology, demonstrating personal digital citizenship
2. Critical Thinking and Creativity	
2.1	Students will analyze, synthesize, and think critically about complex information/data in order to draw conclusions and make decisions
2.2	Students will apply their learning to connect interrelated concepts, create new knowledge, develop original products, and generate innovative ideas
3. Communication and Collaboration	
3.1	Students will work collaboratively in a group to solve problems or make decisions
3.2	Students will use a variety of ways to craft a message and construct communication to an audience
3.3	Students will think critically about media messages, bias, global perspectives, and cultural heritage when analyzing print, visual, and digital information
4. Independent Reading	
4.1	Students will read for pleasure and personal interest
4.2	Students will select and read informational texts that support classroom instruction
5. Technology Skills	
5.1	Students will become proficient in a variety of technology systems and digital media applications

Current Curriculum with National Standards Crosswalk

FPS Library Media Department Curriculum Crosswalk with National AASL and ISTE Student Learner Standards		
FPS Library Media Curriculum K-12	**AASL Learner Shared Foundations**	**ISTE for Students**
1. Inquiry and Information Skills • Information problem-solving, research • Ethical use of information and technology • Digital citizenship	I. Inquire IV. Curate VI. Engage	1. Empowered Learner 2. Digital Citizen 3. Knowledge Constructor
2. Critical Thinking and Creativity • Analyze data, conclude • Apply learning, innovate • Connect concepts, create	III. Collaborate IV. Curate VI. Engage	6. Creative Communicator 7. Global Collaborator
3. Communication and Collaboration • Collaborative Problem-Solving • Critical Media Analysis • Audience-Focused Communication	I. Inquire II. Include III. Collaborate	1. Empowered Learner 6. Creative Communicator 7. Global Collaborator
4. Independent Reading • Read for enjoyment • Read for learning • Select informational texts	II. Include IV. Curate VI. Explore	1. Empowered Learner
5. Technology Skills • Technology proficiency • Digital Media Utilization	I. Inquire IV. Curate VI. Engage	1. Empowered Learner 6. Creative Communicator

CT Department of Education:
Information and Technology Literacy

Overview

On December 1, 2021, the Connecticut State Board of Education adopted the **2018 American Association of School Libraries (AASL) National School Library Standards for Learners, School Librarians, and School Libraries.** The AASL standards combined with the **ISTE Standards for Students**, previously adopted by the Board, will replace the Connecticut State Department of Education Technology and Literacy Framework (2006).

On January 8, 2020, the Connecticut State Board of Education (Board) adopted the **Digital Citizenship, Internet Safety, and Media Literacy Guidelines and Recommended Actions.**

"Information and Technology Literacy." *Connecticut State Department of Education*, CT.gov, 2024, portal.ct.gov/sde/academic-office/information-and-technology-literacy. Accessed 26 May 2024.

Updated Content Area/ Discipline Expectations

Changes:

- Media literacy (Link to the CT dept of education Digital Citizenship, Internet Safety, and Media Literacy Guidelines and Recommended Actions, adopted 2020)
- Updated 8th grade computer course, moving from Coding to Digital Media Literacy and Emerging Technologies
- New Advanced Broadcast Journalism course
- Move from our 2014 Standards based curriculum to incorporating the new AASL and ISTE standards into our new units

Upcoming Curriculum Expectations

- High school assured experiences delivered through content areas
- Middle school units delivered collaboratively through content areas, grades 6-8
- Elementary school fixed schedule

Course Sequences

- HS units delivered over four years (1 lesson in each unit delivered each year)
- Media production electives:
  - Broadcast Journalism: full year
  - Video Production: semester
  - Film production: semester
  - Documentary: semester
- MS Library Media Units delivered each year
- Computer Classes:
  - 6th gr. computer: One marking period (all students)
  - 8th gr. elective: One marking period
- Elementary delivered on a fixed schedule each year

Resources

- **Books**- print and digital, award winning literature, state contest titles
- **Hardware**- computers, cameras, printers, media production equipment
- **Software**- high quality research databases, productivity applications, library management system (e.g., Gale research databases, ProQuest, Discovery Education, WeVideo etc.)

Substantial Changes

Pre- 2024	**2025 & Beyond**
Technology Skills	AI & Other Emerging Technologies
HS Grade Level Curriculum	Common Experiences over 4 years
Digital Citizenship	Media Literacy & Expanded Digital Citizenship focus
ES Flexibly Scheduled	ES Fixed Schedule

Works Cited/Sources

- AASL STANDARDS FRAMEWORK for Learners
- ISTE Standards: for Students
- Connecticut State Department of Education: Education Technology
- CT dept of education Digital Citizenship, Internet Safety, and Media Literacy Guidelines and Recommended Actions

Library Media Department

Questions and Comments

American Association of School Librarians
TRANSFORMING LEARNING

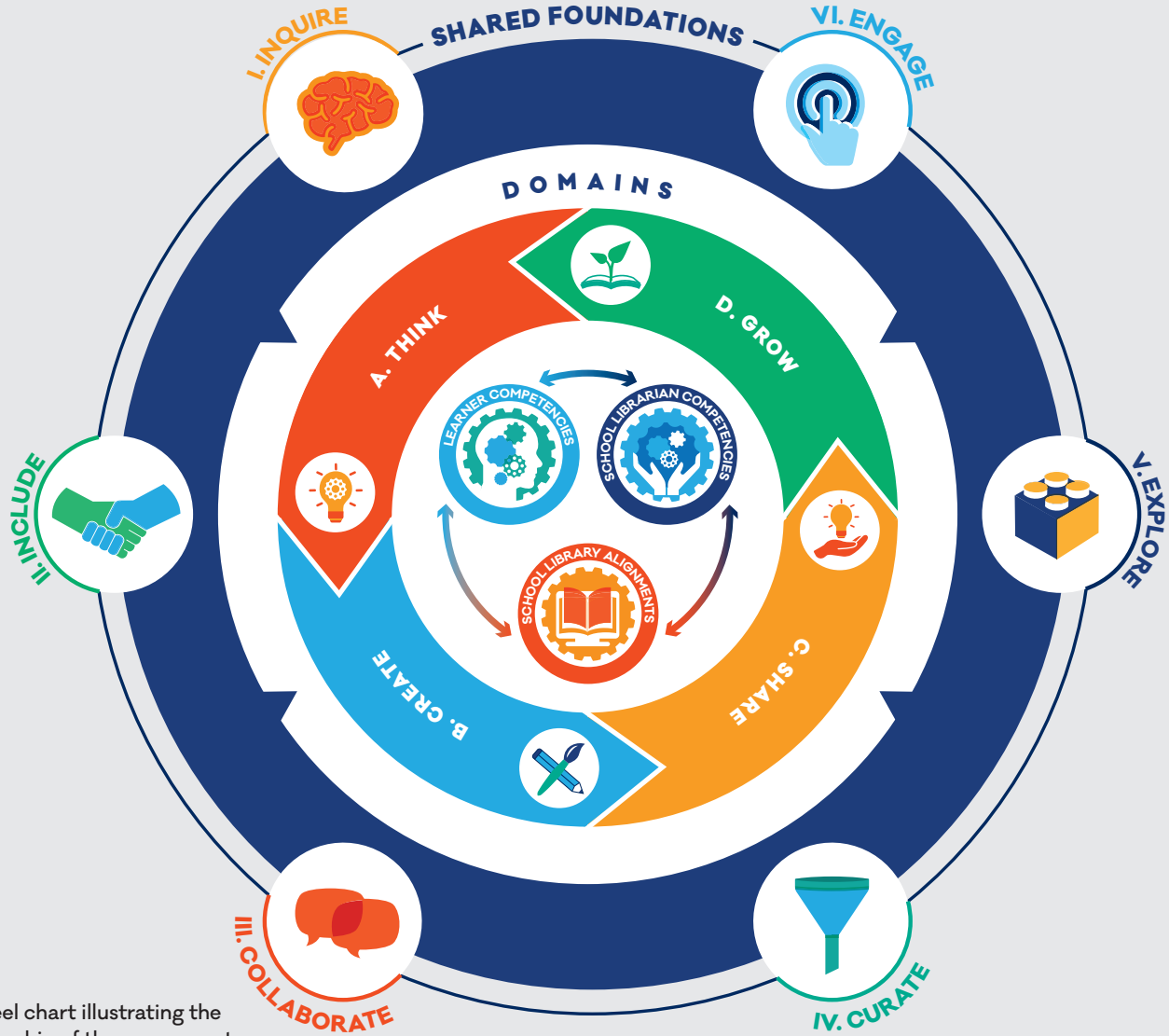
NATIONAL SCHOOL LIBRARY STANDARDS

AASL STANDARDS FRAMEWORK for

Learners

Introducing the AASL Standards Framework for LEARNERS

THE *AASL STANDARDS* *Framework for Learners* pamphlet presents the standards framework for application with students and other learners. This is one of three sets of standards that make up the *AASL Standards Integrated Framework* featured within the *National School Library Standards for Learners, School Librarians, and School Libraries*. The AASL Standards framework reflects a comprehensive approach to teaching and learning by demonstrating the connection between learner, librarian, and library standards. Each section of the standards framework was designed to reflect the others, ensuring that standards-related activities would be mutually reinforcing, simultaneously building capacity among learners, school librarians, and the school library. This pamphlet provides educators access specifically to AASL's learner standards.



A wheel chart illustrating the relationship of the components within the AASL Standards framework structure.

Common Beliefs

How do we define the qualities of well-prepared learners, effective school librarians, and dynamic school libraries?

IN THE STANDARDS remodeling process, the American Association of School Librarians (AASL) reviewed Common Beliefs from earlier AASL Standards and official AASL position statements. These documents, and feedback collected from more than 1,300 school librarians and stakeholders nationally, provided AASL with a clear expression of the qualities of well-prepared learners, effective school librarians, and dynamic school libraries. The following Common Beliefs and summary descriptions were identified as central to the profession.

1. The school library is a unique and essential part of a learning community.

As a destination for on-site and virtual personalized learning, the school library is a vital connection between school and home. As the leader of this space and its functions, the school librarian ensures that the school library environment provides all members of the school community access to information and technology, connecting learning to real-world events. By providing access to an array of well-managed resources, school librarians enable academic knowledge to be linked to deep understanding.

2. Qualified school librarians lead effective school libraries.

As they guide organizational and personal change, effective school librarians model, promote, and foster inquiry learning in adequately staffed and resourced school libraries. Qualified school librarians have been educated and certified to perform interlinked, interdisciplinary, and cross-cutting roles as instructional leaders, program administrators, educators, collaborative partners, and information specialists.

3. Learners should be prepared for college, career, and life.

Committed to inclusion and equity, effective school librarians use evidence to determine what works, for whom and under what conditions for each learner; complemented by community engagement and innovative leadership, school librarians improve all learners' opportunities for success. This success empowers learners to persist in inquiry, advanced study, enriching professional work, and community participation through continuous improvement within and beyond the school building and school day.

4. Reading is the core of personal and academic competency.

In the school library, learners engage with relevant information resources and digital learning opportunities in a culture of reading. School librarians initiate and elevate motivational reading initiatives by using story and personal narrative to engage learners. School librarians curate current digital and print materials and technology to provide access to high-quality reading materials that encourage learners, educators, and families to become lifelong learners and readers.

5. Intellectual freedom is every learner's right.

Learners have the freedom to speak and hear what others have to say, rather than allowing others to control their access to ideas and information; the school librarian's responsibility is to develop these dispositions in learners, educators, and all other members of the learning community.

6. Information technologies must be appropriately integrated and equitably available.

Although information technology is woven into almost every aspect of learning and life, not every learner and educator has equitable access to up-to-date, appropriate technology and connectivity. An effective school library bridges digital and socioeconomic divides to affect information technology access and skill.

AASL Standards Fram

SHARED FOUNDATIONS AND KEY COMMITMENTS

DOMAINS AND COMPETENCIES	I. INQUIRE Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.	II. INCLUDE Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.	III. COLLABORATE Work effectively with others to broaden perspectives and work toward common goals.
A. THINK	**Learners display curiosity and initiative by:** 1. Formulating questions about a personal interest or a curricular topic. 2. Recalling prior and background knowledge as context for new meaning.	**Learners contribute a balanced perspective when participating in a learning community by:** 1. Articulating an awareness of the contributions of a range of learners. 2. Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products. 3. Describing their understanding of cultural relevancy and placement within the global learning community.	**Learners identify collaborative opportunities by:** 1. Demonstrating their desire to broaden and deepen understandings. 2. Developing new understandings through engagement in a learning group. 3. Deciding to solve problems informed by group interaction.
B. CREATE	**Learners engage with new knowledge by following a process that includes:** 1. Using evidence to investigate questions. 2. Devising and implementing a plan to fill knowledge gaps. 3. Generating products that illustrate learning.	**Learners adjust their awareness of the global learning community by:** 1. Interacting with learners who reflect a range of perspectives. 2. Evaluating a variety of perspectives during learning activities. 3. Representing diverse perspectives during learning activities.	**Learners participate in personal, social, and intellectual networks by:** 1. Using a variety of communication tools and resources. 2. Establishing connections with other learners to build on their own prior knowledge and create new knowledge
C. SHARE	**Learners adapt, communicate, and exchange learning products with others in a cycle that includes:** 1. Interacting with content presented by others. 2. Providing constructive feedback. 3. Acting on feedback to improve. 4. Sharing products with an authentic audience.	**Learners exhibit empathy with and tolerance for diverse ideas by:** 1. Engaging in informed conversation and active debate. 2. Contributing to discussions in which multiple viewpoints on a topic are expressed.	**Learners work productively with others to solve problems by:** 1. Soliciting and responding to feedback from others. 2. Involving diverse perspectives in their own inquiry processes.
D. GROW	**Learners participate in an ongoing inquiry-based process by:** 1. Continually seeking knowledge. 2. Engaging in sustained inquiry. 3. Enacting new understanding through real-world connections. 4. Using reflection to guide informed decisions.	**Learners demonstrate empathy and equity in knowledge building within the global learning community by:** 1. Seeking interactions with a range of learners. 2. Demonstrating interest in other perspectives during learning activities. 3. Reflecting on their own place within the global learning community.	**Learners actively participate with others in learning situations by:** 1. Actively contributing to group discussions. 2. Recognizing learning as a social responsibility.

ework for Learners

IV. CURATE	V. EXPLORE	VI. ENGAGE
Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.	Discover and innovate in a growth mindset developed through experience and reflection.	Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.
Learners act on an information need by: 1. Determining the need to gather information. 2. Identifying possible sources of information. 3. Making critical choices about information sources to use.	**Learners develop and satisfy personal curiosity by:** 1. Reading widely and deeply in multiple formats and write and create for a variety of purposes. 2. Reflecting and questioning assumptions and possible misconceptions. 3. Engaging in inquiry-based processes for personal growth.	**Learners follow ethical and legal guidelines for gathering and using information by:** 1. Responsibly applying information, technology, and media to learning. 2. Understanding the ethical use of information, technology, and media. 3. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.
Learners gather information appropriate to the task by: 1. Seeking a variety of sources. 2. Collecting information representing diverse perspectives. 3. Systematically questioning and assessing the validity and accuracy of information. 4. Organizing information by priority, topic, or other systematic scheme.	**Learners construct new knowledge by:** 1. Problem solving through cycles of design, implementation, and reflection. 2. Persisting through self-directed pursuits by tinkering and making.	**Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by:** 1. Ethically using and reproducing others' work. 2. Acknowledging authorship and demonstrating respect for the intellectual property of others. 3. Including elements in personal-knowledge products that allow others to credit content appropriately.
Learners exchange information resources within and beyond their learning community by: 1. Accessing and evaluating collaboratively constructed information sites. 2. Contributing to collaboratively constructed information sites by ethically using and reproducing others' work. 3. Joining with others to compare and contrast information derived from collaboratively constructed information sites.	**Learners engage with the learning community by:** 1. Expressing curiosity about a topic of personal interest or curricular relevance. 2. Co-constructing innovative means of investigation. 3. Collaboratively identifying innovative solutions to a challenge or problem.	**Learners responsibly, ethically, and legally share new information with a global community by:** 1. Sharing information resources in accordance with modification, reuse, and remix policies. 2. Disseminating new knowledge through means appropriate for the intended audience.
Learners select and organize information for a variety of audiences by: 1. Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources. 2. Integrating and depicting in a conceptual knowledge network their understanding gained from resources. 3. Openly communicating curation processes for others to use, interpret, and validate.	**Learners develop through experience and reflection by:** 1. Iteratively responding to challenges. 2. Recognizing capabilities and skills that can be developed, improved, and expanded. 3. Open-mindedly accepting feedback for positive and constructive growth.	**Learners engage with information to extend personal learning by:** 1. Personalizing their use of information and information technologies. 2. Reflecting on the process of ethical generation of knowledge. 3. Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.

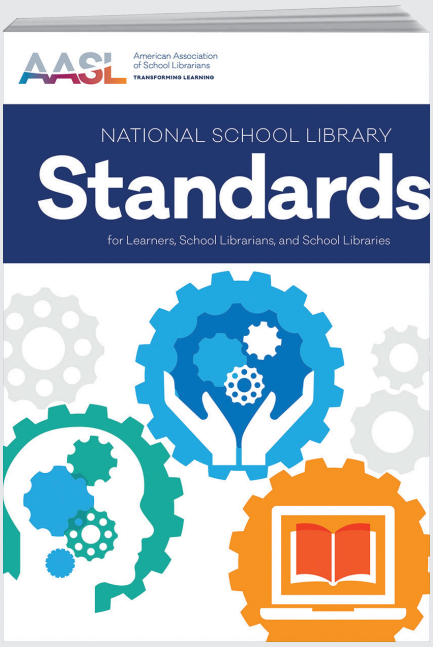
How Are the Standards Used?

LIKE OTHER SETS of learning, professional, and program standards, the AASL Standards are not a curriculum; rather, they provide you with guidance and structure as you develop a curriculum tailored to your local priorities and needs.

The contents of the standards are designed to be used in two ways:

1. **As Personalized Guides.** Learners and school librarians can enter the standards at the point most appropriate to the learning task or professional activity and use the standards to guide decisions about actions to develop specific competencies.
2. **As Progressions.** Learners and school librarians first engage with the Domains at the level of Think, and once mastery of the Competencies related to Think are achieved, progress through Create, Share, and Grow.

Teaching and learning are at the center of school librarians' practice. As learning leaders, school librarians enact, model, and communicate the Competencies in the Domains. This domain-based approach to organizing the standards ensures that school librarians are able to personalize their professional practice and growth, continuously tailoring their school library to local needs, their own strengths, and learners' benefits.



National School Library Standards for Learners, School Librarians, and School Libraries

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2018 | softcover

320 pp | 7" x 10"

$199
ALA Members: **$149**
AASL Members: **$99**

The Complete Standards

AASL'S *NATIONAL SCHOOL* *Library Standards for Learners, School Librarians, and School Libraries* offers the *AASL Standards Integrated Framework* in full and expands on the application and assessment of the standards. Sections of the book include:

- **the six integrated frameworks** (Inquire, Include, Collaborate, Curate, Explore, and Engage) anchored with details that explain the Competencies and best practices, which include practices school librarians can use to get started with effective implementation of the standards;
- **detailed approaches to measuring success.** The goal of competency-based education is to support learners' growth through personalized learning experiences. Examples are provided for creating your own assessment and evaluation tools that align school and district models with AASL Standards; and
- **a series of case studies** that illustrate authentic scenarios through which district-level supervisors and building-level school librarians can envision putting the AASL Standards into action.

For more information about the *National School Library Standards,* and to access the latest implementation assistance resources, visit **standards.aasl.org.**

How Does It Work?

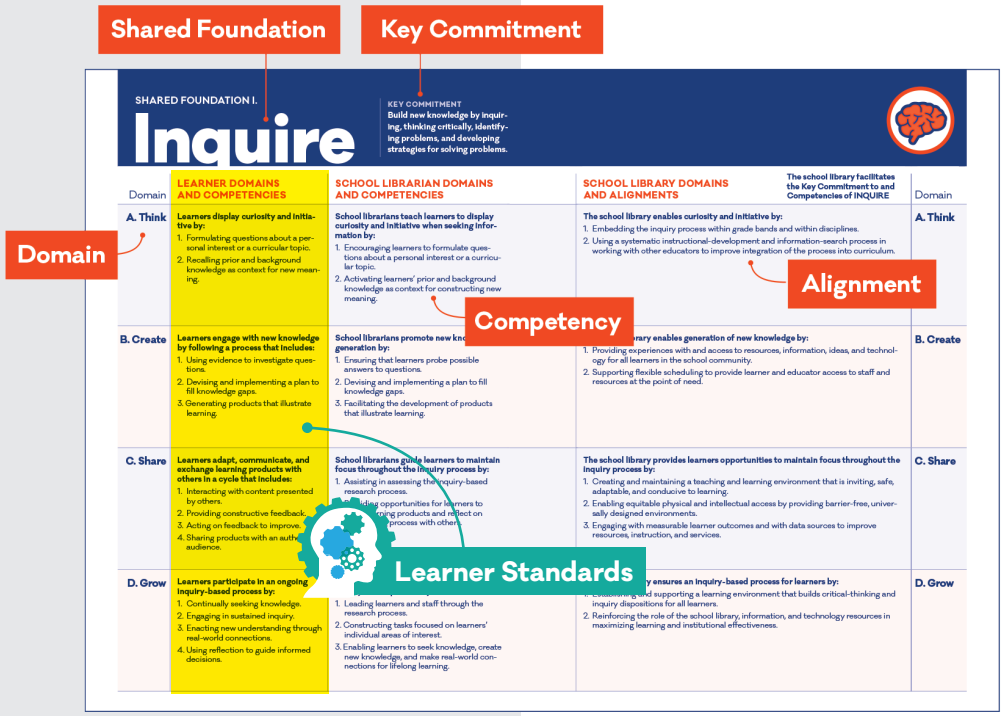
THE AASL STANDARDS framework is anchored by six **Shared Foundations**—Inquire, Include, Collaborate, Curate, Explore, and Engage—which highlight the standards' core educational concepts. A one-sentence **Key Commitment** describes the essential understandings for each of the six Shared Foundations.

Each Shared Foundation is elaborated by three to five **Competencies** for each learning category or **Domain:** Think (cognitive), Create (psychomotor), Share (affective), and Grow (developmental). The Competencies are measurable statements describing the knowledge, skills, and dispositions essential for learners and school librarians.

For school libraries the Competencies are expressed as **Alignments.**

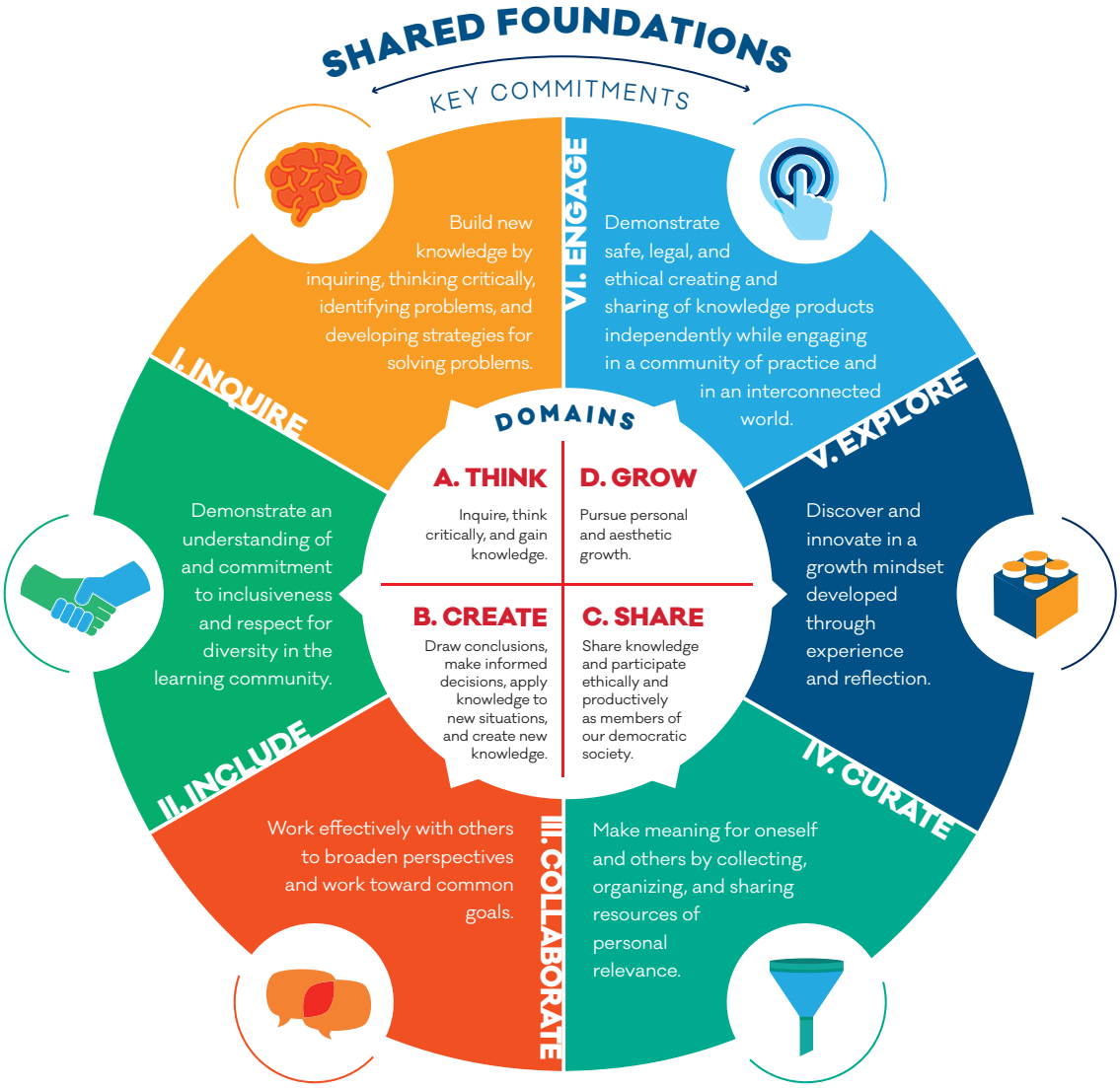
Figure 1 illustrates the arrangement of these components in the *AASL Standards Integrated Framework* featured in the *National School Library Standards.* Shared Foundations, Key Commitments, and Domains appear across all three standards sets for learners, school librarians, and school libraries. The parallel structure helps articulate how student learning relates to school librarian practice and to the overall school library environment. Each Shared Foundation is most effectively executed when viewed across all three standards sets.

FIG. 1 A structural overview of the components in the *AASL Standards Integrated Framework* featured in the *National School Library Standards for Learners, School Librarians, and School Libraries.* The learner standards are just one of three integrated standards sets. In the integrated framework, the learner Competencies are joined with Competencies for school librarians and with school library Alignments.



When referring to a specific Competency or Alignment within the standards, you can use the numeric and letter indicators. For example, the following Competency for Learners could be stated as learner standard I.B.3. because it references the first Shared Foundation (Inquire), the second Domain (Create), and the third Competency.

I.B.3. Learners engage with new knowledge by following a process that includes: Generating products that illustrate learning.



AASL
American Association of School Librarians
TRANSFORMING LEARNING

American Association of School Librarians
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ISTE®
Standards

INTRODUCTION

The ISTE Standards serve as a framework for innovation and excellence in learning, teaching and leading. As a body of work, the suite of standards has guided educator practice, school improvement planning, professional growth and advances in curriculum. The ISTE Standards have been updated as learning have evolved, and now the ISTE Standards will be considered a single work comprising of four sections: Students, Educators, Educational Leaders and Coaches. As a compilation, the ISTE Standards provide a holistic and comprehensive guide to transforming systems in order to transform the lives of our students.

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SECTION 1: STUDENTS

1.1. Empowered Learner

Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. Students:

1.1.a. articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.

1.1.b. build networks and customize their learning environments in ways that support the learning process.

1.1.c. use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

1.1.d. understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

1.2. Digital Citizen

Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. Students:

1.2.a. cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.

1.2.b. engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.

1.2.c. demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

1.2.d. manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

1.3. Knowledge Constructor

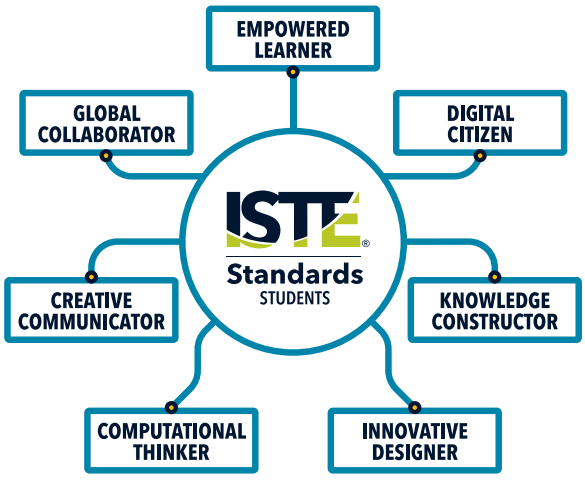
Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. Students:

1.3.a. plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

1.3.b. evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

1.3.c. curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

1.3.d. build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.



1.4. Innovative Designer

Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions. Students:

1.4.a. know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.
1.4.b. select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.
1.4.c. develop, test and refine prototypes as part of a cyclical design process.
1.4.d. exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.

1.5. Computational Thinker

Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions. Students:

1.5.a. formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.
1.5.b. collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.
1.5.c. break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.
1.5.d. understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.

1.6. Creative Communicator

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals. Students:

1.6.a. choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
1.6.b. create original works or responsibly repurpose or remix digital resources into new creations.
1.6.c. communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.
1.6.d. publish or present content that customizes the message and medium for their intended audiences.

1.7. Global Collaborator

Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. Students:

1.7.a. use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.
1.7.b. use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.
1.7.c. contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.
1.7.d. explore local and global issues and use collaborative technologies to work with others to investigate solutions.

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SECTION 2: EDUCATORS

Empowered Professional

2.1. Learner

Teachers continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning. Teachers:

2.1.a. Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness.

2.1.b. Pursue professional interests by creating and actively participating in local and global learning networks.

2.1.c. Stay current with research that supports improved student learning outcomes, including findings from the learning sciences.

2.2. Leader

Teachers seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning. Teachers:

2.2.a. Shape, advance and accelerate a shared vision for empowered learning with technology by engaging with education stakeholders.

2.2.b. Advocate for equitable access to educational technology, digital content and learning opportunities to meet the diverse needs of all students.

2.2.c. Model for colleagues the identification, experimentation, evaluation, curation and adoption of new digital resources and tools for learning.

2.3. Citizen

Teachers inspire students to positively contribute and responsibly participate in the digital world. Teachers:

2.3.a. Create experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online that build relationships and community.

2.3.b. Establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency.

2.3.c. Mentor students in the safe, ethical and legal practice with digital tools and protection of intellectual rights and property.

2.3.d. Model and promote management of personal data and digital identity and protect student data privacy.

Learning Catalyst

2.4. Collaborator

Teachers dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems. Teachers:

2.4.a. Dedicate planning time to collaborate with colleagues to create authentic learning experiences that leverage technology.

2.4.b. Collaborate and co-learn with students to discover and use new digital resources and diagnose and troubleshoot technology issues.

2.4.c. Use collaborative tools to expand students' authentic, real-world learning experiences by engaging virtually with experts, teams and students, locally and globally.

2.4.d. Demonstrate cultural competency when communicating with students, parents and colleagues and interact with them as co-collaborators in student learning.

2.5. Designer

Teachers design authentic, learner-driven activities and environments that recognize and accommodate learner variability. Teachers:

2.5.a. Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.

2.5.b. Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning.

2.5.c. Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning.

2.6. Facilitator

Teachers facilitate learning with technology to support student achievement of the 2016 ISTE Standards for Students. Teachers:

2.6.a. Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings.

2.6.b. Manage the use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces or in the field.

2.6.c. Create learning opportunities that challenge students to use a design process and/or computational thinking to innovate and solve problems.

2.6.d. Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.

2.7. Analyst

Teachers understand and use data to drive their instruction and support students in achieving their learning goals. Teachers:

2.7.a. Provide alternative ways for students to demonstrate competency and reflect on their learning using technology.

2.7.b. Use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction.

2.7.c. Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction.

Crompton, H., & Sykora, C. (2021). Developing instructional technology standards for educators: A design-based research study. Computers and Education Open 2 https://doi.org/10.1016/j.caeo.2021.100044

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SECTION 3: EDUCATION LEADERS

3.1. Equity and Citizenship Advocate

Leaders use technology to increase equity, inclusion, and digital citizenship practices. Education leaders:

3.1.a. Ensure all students have skilled teachers who actively use technology to meet student learning needs.

3.1.b. Ensure all students have access to the technology and connectivity necessary to participate in authentic and engaging learning opportunities.

3.1.c. Model digital citizenship by critically evaluating online resources, engaging in civil discourse online and using digital tools to contribute to positive social change.

3.1.d. Cultivate responsible online behavior, including the safe, ethical and legal use of technology.

3.2. Visionary Planner

Leaders engage others in establishing a vision, strategic plan and ongoing evaluation cycle for transforming learning with technology. Education leaders:

3.2.a. Engage education stakeholders in developing and adopting a shared vision for using technology to improve student success, informed by the learning sciences.

3.2.b. Build on the shared vision by collaboratively creating a strategic plan that articulates how technology will be used to enhance learning.

3.2.c. Evaluate progress on the strategic plan, make course corrections, measure impact and scale effective approaches for using technology to transform learning.

3.2.d. Communicate effectively with stakeholders to gather input on the plan, celebrate successes and engage in a continuous improvement cycle.

3.2.e. Share lessons learned, best practices, challenges and the impact of learning with technology with other education leaders who want to learn from this work.

3.3. Empowering Leader

Leaders create a culture where teachers and learners are empowered to use technology in innovative ways to enrich teaching and learning. Education leaders:

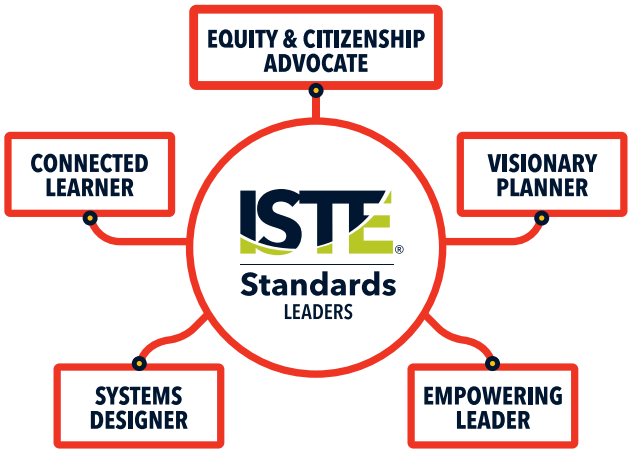
3.3.a. Empower educators to exercise professional agency, build teacher leadership skills and pursue personalized professional learning.

3.3.b. Build the confidence and competency of educators to put the ISTE Standards for Students and Educators into practice.

3.3.c. Inspire a culture of innovation and collaboration that allows the time and space to explore and experiment with digital tools.

3.3.d. Support educators in using technology to advance learning that meets the diverse learning, cultural, and social-emotional needs of individual students.

3.3.e. Develop learning assessments that provide a personalized, actionable view of student progress in real time.



3.4. Systems Designer

Leaders build teams and systems to implement, sustain and continually improve the use of technology to support learning. Education leaders:

3.4.a. Lead teams to collaboratively establish robust infrastructure and systems needed to implement the strategic plan.

3.4.b. Ensure that resources for supporting the effective use of technology for learning are sufficient and scalable to meet future demand.

3.4.c. Protect privacy and security by ensuring that students and staff observe effective privacy and data management policies.

3.4.d. Establish partnerships that support the strategic vision, achieve learning priorities and improve operations.

3.5. Connected Learner

Leaders model and promote continuous professional learning for themselves and others. Education leaders:

3.5.a. Set goals to remain current on emerging technologies for learning, innovations in pedagogy and advancements in the learning sciences.

3.5.b. Participate regularly in online professional learning networks to collaboratively learn with and mentor other professionals.

3.5.c. Use technology to regularly engage in reflective practices that support personal and professional growth.

3.5.d. Develop the skills needed to lead and navigate change, advance systems and promote a mindset of continuous improvement for how technology can improve learning.

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SECTION 4: COACHES

4.1. Change Agent

Coaches inspire educators and leaders to use technology to create equitable and ongoing access to high-quality learning. Coaches:

4.1.a. Create a shared vision and culture for using technology to learn and accelerate transformation through the coaching process.

4.1.b. Facilitate equitable use of digital learning tools and content that meet the needs of each learner.

4.1.c. Cultivate a supportive coaching culture that encourages educators and leaders to achieve a shared vision and individual goals.

4.1.d. Recognize educators across the organization who use technology effectively to enable high-impact teaching and learning.

4.1.e. Connect leaders, educators, instructional support, technical support, domain experts and solution providers to maximize the potential of technology for learning.

4.2. Connected Learner

Coaches model the ISTE Standards for Students and the ISTE Standards for Educators and identify ways to improve their coaching practice. Coaches:

4.2.a. Pursue professional learning that deepens expertise in the ISTE Standards in order to serve as a model for educators and leaders.

4.2.b. Actively participate in professional learning networks to enhance coaching practice and keep current with emerging technology and innovations in pedagogy and the learning sciences.

4.2.c. Establish shared goals with educators, reflect on successes and continually improve coaching and teaching practice.

4.3. Collaborator

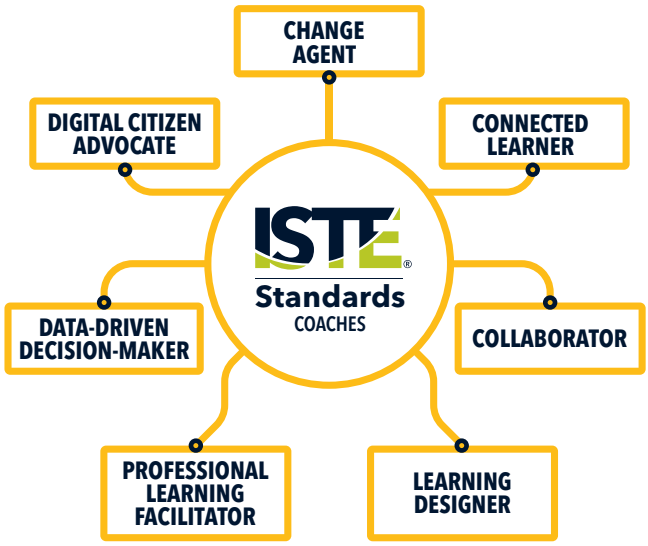
Coaches establish productive relationships with educators in order to improve instructional practice and learning outcomes. Coaches:

4.3.a. Establish trusting and respectful coaching relationships that encourage educators to explore new instructional strategies.

4.3.b. Partner with educators to identify digital learning content that is culturally relevant, developmentally appropriate and aligned to content standards.

4.3.c. Partner with educators to evaluate the efficacy of digital learning content and tools to inform procurement decisions and adoption.

4.3.d. Personalize support for educators by planning and modeling the effective use of technology to improve student learning.



4.4. Learning Designer

Coaches model and support educators to design learning experiences and environments to meet the needs and interests of all students. Coaches:

4.4.a. Collaborate with educators to develop authentic, active learning experiences that foster student agency, deepen content mastery and allow students to demonstrate their competency.

4.4.b. Help educators use digital tools to create effective assessments that provide timely feedback and support personalized learning.

4.4.c. Collaborate with educators to design accessible and active digital learning environments that accommodate learner variability.

4.4.d. Model the use of instructional design principles with educators to create effective digital learning environments.

4.5. Professional Learning Facilitator

Coaches plan, provide and evaluate the impact of professional learning for educators and leaders to use technology to advance teaching and learning. Coaches:

4.5.a. Design professional learning based on needs assessments and frameworks for working with adults to support their cultural, social-emotional and learning needs.

4.5.b. Build the capacity of educators, leaders and instructional teams to put the ISTE Standards into practice by facilitating active learning and providing meaningful feedback.

4.5.c. Evaluate impact of professional learning and continually make improvements in order to meet schoolwide vision for using technology for high-impact teaching and learning.

4.6. Data-Driven Decision-Maker

Coaches model and support the use of qualitative and quantitative data to inform their own instruction and professional learning. Coaches:

4.6.a. Assist educators and leaders in securely collecting and analyzing student data.

4.6.b. Support educators to interpret qualitative and quantitative data to inform their decisions and support individual student learning.

4.6.c. Partner with educators to empower students to use learning data to set their own goals and measure their progress.

4.7. Digital Citizen Advocate

Coaches model digital citizenship and support educators and students in recognizing the responsibilities and opportunities inherent in living in a digital world. Coaches:

4.7.a. Inspire and encourage educators and students to use technology for civic engagement and to address challenges to improve their communities.

4.7.b. Partner with educators, leaders, students and families to foster a culture of respectful online interactions and a healthy balance in their use of technology.

4.7.c. Support educators and students to critically examine the sources of online media and identify underlying assumptions.

4.7.d. Empower educators, leaders and students to make informed decisions to protect their personal data and curate the digital profile they intend to reflect.

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COMPUTATIONAL THINKING COMPETENCIES FOR EDUCATORS

Leaders and educators around the world have the enormous responsibility of preparing all students for success in a future where computing power underpins every aspect of the systems we encounter in our daily lives. Ensuring that every student understands and is able to harness the power of computing to improve their success in their personal, academic or professional lives is an ambitious goal. The ISTE Standards: Computational Thinking Competencies for Educators is intended to help all educators contribute to making that goal a reality.

Similarly to how technology is used by educators to deepen content area learning while building digital learning skills, teachers can integrate CT practices in their instruction to introduce computational ideas. This will enhance student content knowledge and build confidence and competence in CT. By integrating computational thinking into the classroom, educators can support students to develop problem-solving and critical-thinking skills, and empower them for success as CS learners and computational thinkers.

This document is not a one-size-fits-all list of expectations, but a recognition that competencies present different opportunities for growth and goal-setting for educators. Educators are doing powerful work to integrate CT across other disciplines to enable students to learn, use and apply CS concepts and CT practices across different contexts. ISTE seeks to help educators recognize where this work is already happening, identify opportunities to make these connections more explicit, and develop new ways to deepen student learning in CS, using computational thinking to drive that work.

5.1. Computational Thinking (Learner)

Educators continually improve their practice by developing an understanding of computational thinking and its application as a cross-curricular skill. Educators develop a working knowledge of core components of computational thinking: such as decomposition; gathering and analyzing data; abstraction; algorithm design; and how computing impacts people and society. Educators:

- 5.1.a. Set professional learning goals to explore and apply teaching strategies for integrating CT practices into learning activities in ways that enhance student learning of both the academic discipline and CS concepts.
- 5.1.b. Learn to recognize where and how computation can be used to enrich data or content to solve discipline-specific problems and be able to connect these opportunities to foundational CT practices and CS concepts.
- 5.1.c. Leverage CT and CS experts, resources and professional learning networks to continuously improve practice integrating CT across content areas.
- 5.1.d. Develop resilience and perseverance when approaching CS and CT learning experiences, build comfort with ambiguity and open-ended problems, and see failure as an opportunity to learn and innovate.
- 5.1.e. Recognize how computing and society interact to create opportunities, inequities, responsibilities and threats for individuals and organizations.

5.2. Equity Leader (Leader)

All students and educators have the ability to be computational thinkers and CS learners. Educators proactively counter stereotypes that exclude students from opportunities to excel in computing and foster an inclusive and diverse classroom culture that incorporates and values unique perspectives; builds student self-efficacy and confidence around computing; addresses varying needs and strengths; and addresses bias in interactions, design and development methods. Educators:

- 5.2.a. Nurture a confident, competent and positive identity around computing for every student.
- 5.2.b. Construct and implement culturally relevant learning activities that address a diverse range of ethical, social and cultural perspectives on computing and highlight computing achievements from diverse role models and teams.
- 5.2.c. Choose teaching approaches that help to foster an inclusive computing culture, avoid stereotype threat and equitably engage all students.
- 5.2.d. Assess and manage classroom culture to drive equitable student participation, address exclusionary dynamics and counter implicit bias.
- 5.2.e. Communicate with students, parents and leaders about the impacts of computing in our world and across diverse roles and professional life, and why these skills are essential for all students.

5.3. Collaborating Around Computing (Collaborator)

Effective collaboration around computing requires educators to incorporate diverse perspectives and unique skills when developing student learning opportunities, and recognize that collaboration skills must be explicitly taught in order to lead to better outcomes than individuals working independently. Educators work together to select tools and design activities and environments that facilitate these collaborations and outcomes. Educators:

5.3.a. Model and learn with students how to formulate computational solutions to problems and how to give and receive actionable feedback.

5.3.b. Apply effective teaching strategies to support student collaboration around computing, including pair programming, working in varying team roles, equitable workload distribution and project management.

5.3.c. Plan collaboratively with other educators to create learning activities that cross disciplines to strengthen student understanding of CT and CS concepts and transfer application of knowledge in new contexts.

5.4. Creativity & Design (Designer)

Computational thinking skills can empower students to create computational artifacts that allow for personal expression. Educators recognize that design and creativity can encourage a growth mindset and work to create meaningful CS learning experiences and environments that inspire students to build their skills and confidence around computing in ways that reflect their interests and experiences. Educators:

5.4.a. Design CT activities where data can be obtained, analyzed and represented to support problem-solving and learning in other content areas.

5.4.b. Design authentic learning activities that ask students to leverage a design process to solve problems with awareness of technical and human constraints and defend their design choices.

5.4.c. Guide students on the importance of diverse perspectives and human-centered design in developing computational artifacts with broad accessibility and usability.

5.4.d. Create CS and CT learning environments that value and encourage varied viewpoints, student agency, creativity, engagement, joy and fun.

5.5. Integrating Computational Thinking (Facilitator)

Educators facilitate learning by integrating computational thinking practices into the classroom. Since computational thinking is a foundational skill, educators develop every student's ability to recognize opportunities to apply computational thinking in their environment. Educators:

5.5.a. Evaluate and use CS and CT curricula, resources and tools that account for learner variability to meet the needs of all students.

5.5.b. Empower students to select personally meaningful computational projects.

5.5.c. Use a variety of instructional approaches to help students frame problems in ways that can be represented as computational steps or algorithms to be performed by a computer.

5.5.d. Establish criteria for evaluating CT practices and content learning that use a variety of formative and alternative assessments to enable students to demonstrate their understanding of age-appropriate CS and CT vocabulary, practices and concepts.

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ADOPTING THE ISTE STANDARDS

The ISTE Standards are research-based and can meet local goals, needs and priorities. Adopting the standards in a school, district or state/province takes different forms. Leaders may decide to use the standards in a variety of ways, including:

- As part of statewide or district-level expectations.
- To guide systemwide planning, including school improvement and technology plans.
- To guide professional development plans and/or individual professional growth goals.
- To map curriculum.
- To ensure that lesson design and plans include purposeful use of technology.
- As part of a learning management system or web system.
- In teacher preparation across the curriculum.
- To embed in job descriptions and hiring decisions.

Access this report to support systemwide adoption of the ISTE Standards

Crompton, H., & Sykora, C. (2021). Developing instructional technology standards for educators: A design-based research study. Computers and Education Open 2 **https://doi.org/10.1016/j.caeo.2021.100044**

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Digital Citizenship, Internet Safety, and Media Literacy Guidelines and Recommended Actions

Connecticut State Department of Education
January 2020

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Connecticut State Department of Education
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Digital Citizenship, Internet Safety, and Media Literacy Advisory Council

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Overview

Public Act No. 17-67, Section 1 established a Digital Citizenship, Internet Safety, and Media Literacy Advisory Council. The council was appointed by the Commissioner of Education and consists of teachers, librarians, representatives from parent-teacher organizations, and persons with expertise in digital citizenship, Internet safety, and media literacy. The council was formed to provide recommendations to the Connecticut State Board of Education regarding:

- practices relating to instruction in digital citizenship, Internet safety, and media literacy; and
- methods of instructing students to safely, ethically, responsibly, and effectively use media and technology resources.

These guidelines will assist stakeholders with instructional practices and methods regarding digital citizenship, Internet safety, and media literacy.

Purpose and Rationale

Many students are adept users of technology for consumption and social activities, but research (Dolan, 2015; Hohlfield, Ritzhaupt, Barron, & Kemper, 2008; Kvavik, 2005; Leu, Zawilinski, Forzani, & Timbrell, 2014; Tyner, 2003; Warschauer, & Matuchniak, 2010; Watters, 2013) shows that students' skill in the use of technology for learning and creating is limited. Students must be media literate; literacy can no longer be defined as just the ability to read and write from print. The definition of literacy must be expanded to include digital literacies that incorporate information and communication technologies (NCTE, 2013; UN, 2017). Media literate students can use multiple forms of media (e.g., video, audio, and imagery) to create, communicate, and differentiate fact versus fiction. Learning how to participate civilly in online discourse/activities and collaborate virtually are essential components of digital citizenship that prepare students for the workforce and the complex global society of the future. Students must be digital citizens who understand that the technology they use produces a permanent record of their thoughts and actions; this record becomes an imprint or a "tattoo" that will follow them throughout their lives.

According to the Connecticut Commission for Educational Technology (CCET, 2017), Connecticut has some of the best-connected schools in the nation. An estimated 58 percent of middle schools and 71 percent of high schools have adopted 1:1 computing programs and provided a school-issued device to every student, although CCET acknowledges continued large disparities between at-home and in-school access to technology. In addition, even as districts heed the call to integrate technology into teaching and learning, the lack of common best practices underlying the ethical and responsible use of technology exists. Every day, students are vulnerable to dangers such as cyber-bullying, cyber-predators, identity theft, phishing, downloading malware, and false information, among others. How to safely navigate the Internet inside and outside of school remains consequential for Connecticut students.

As technology evolves and districts rapidly integrate new technologies, there is a critical need for the foundational skills of digital citizenship, Internet safety, and media literacy to be applied to teaching and learning across all grade levels, starting in Kindergarten. Per Section 10-221a of the Connecticut General Statutes, commencing with classes graduating in 2023 and for each graduating class thereafter, no local or regional board of education shall permit any student to graduate from high school or grant a diploma to any student who has not satisfactorily completed one credit in health and safety, which includes the safe use of social media.

Definitions

The Digital Citizenship, Internet Safety, and Media Literacy Guidelines are organized by instructional practices and methods related to: (1) digital citizenship, (2) Internet safety, and (3) media literacy. These terms are defined as follows:

Digital Citizenship

As defined by the International Society for Technology Education (ISTE, 2018), "Digital citizenship is the ability for students to recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical."

Students who demonstrate digital citizenship:

- cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world;
- engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices;
- demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property; and
- manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

Internet Safety

As defined by Common Sense Education (2018), "Internet safety or 'e safety' includes knowing about one's Internet privacy and how one's behaviors can support a healthy interaction with the use of the Internet."

Students who demonstrate Internet safety:

- act responsibly and do not expose themselves or others to harm;
- are mindful and careful of online interactions;
- are aware of the permanent nature of online interactions;
- ensure interpersonal interactions in cyberspace mirror face-to-face interaction expectations;
- keep personal information and intellectual property protected;
- protect against crime and do not put others at risk; and
- recognize warning signs of cyberbullying.

Media Literacy

The American Association of School Librarians (AASL) defines media literacy as "the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills. Students who are media literate are equipped with the skills to recognize when information is needed and have the ability to locate, evaluate, and use the information effectively" (AASL, 2018).

Students who demonstrate media literacy are able to fluently, effectively, and thoughtfully:

- apply critical analysis skills as they find and evaluate information in a variety of formats;
- interpret and create content;

- share learning with others that enhances positive growth; and
- understand complex messages, bias, and the influences of media.

Developing a Comprehensive Learning System that Supports the Safe, Ethical, Responsible, and Effective Use of Media and Technology

The Digital Citizenship, Internet Safety, and Media Literacy Guidelines document created by the council provides various resources to support the establishment of a learning system that supports digital citizenship, Internet safety, and media literacy. Although not exhaustive, the resources create a road map for Connecticut educators, families, policy leaders, and community members to improve practices and methods regarding the safe, ethical, responsible, and effective use of media and technology resources. Districts may want to begin the process by using Appendix A, the District Checklist to Assist in the Development of a Comprehensive Learning System that Supports the Safe, Ethical, Responsible, and Effective Use of Media and Technology Resources.

Developing Digital Citizenship, Internet Safety, and Media Literacy Curricula and Instruction

Section 10-221a and Section 10-16b of the Connecticut General Statutes include safe use of social media as a topic requiring coverage for high school graduation. Districts should consider creating curricula that identify the essential skills and knowledge students must acquire and demonstrate regarding digital citizenship, Internet safety, and media literacy. Here are suggested steps to assist in the curricula writing process:

- Identify staff, students, and parents to serve on a curriculum writing committee (student and parent voice is essential in this area due to the nature of digital citizenship's impact beyond the classroom).
- Review and use The Digital Citizenship, Internet Safety, and Media Literacy Guidelines to explore resources provided to access digital citizenship curricula established by other school districts as well as lessons and activity resources.
- Create essential questions to guide the work of curriculum writing, such as:
    - How can we (i.e., staff, students, parents, community) use technology to be effective and positive digital citizens and communicate with people we know and the larger global community?
    - How do we manage information and tools to use them safely, effectively, and legally?
    - How does technology benefit our academic, social, and emotional selves?
- Identify curricula and instructional practices currently in place across the district.
- Create curricula, grade-level instruction, and activities for elementary, middle, and high school levels using the resources located in The Digital Citizenship, Internet Safety, and Media Literacy Guidelines.
- Plan a digital citizenship curriculum review process every two years to ensure that objectives, understandings, and activities are current with digital trends.

Districts may want to use Appendix B, the District Checklist to Assist in the Development of Digital Citizenship, Internet Safety, and Media Literacy Curricula and Instruction.

Resources to Support Digital Citizenship

- Common Sense Education: Expert-tested resources for K–12 educators including scope and sequence, lesson plans, and a digital citizenship program. Also includes resources for parents and a step-by-step community involvement guide.
- Cyberpatriot: Air Force Association archived online training modules cover topics such as cyber ethics, cybersecurity, and online safety.
- Cyberpatriot Elementary School Cyber Education Initiative: Three interactive learning modules created to increase K-6 students' online safety awareness.
- Cyberwise: This site combines in-depth research with a fully developed curricular unit (cyber civics) to provide a wealth of resources for educators and parents. Higher education professionals might use research resources from this site in teacher education seminars.
- Digizen: This interactive site is a comprehensive resource on digital citizenship for educators, parents, and students specifically targeting social media/networking sites and online etiquette.
- Edtech Update: K-12 resources from educators for educators that vary from primary lessons and suggestions for read aloud texts, to highlighting the best apps.
- Edutopia: Six resource links that include information, curricular ideas, and activities for K-12 educators, videos, and strategies for engaging parents.
- ISTE Essential Elements of Digital Citizenship: Nine key elements addressing how to use technology in school, at home and in the community.
- New York Public Library: Internet Safety tips for children and teens.
- Teaching Channel: Video Playlist: A video playlist of teachers educating students on issues such as digital citizenship, copyrights, online privacy, digital footprints, and online etiquette.
- Sample Curricular Units: See Appendix A of this document. Shelton Public Schools created K-2 and 3-4 units and have shared Unit 2 as a model for all districts in Connecticut. *Connecticut created resource*

Resources to Support Internet Safety

- Be Internet Awesome with Google: Free digital safety tools, curriculum, and resources that have earned the ISTE Seal of Alignment.
- Common Sense Education: K-12 digital citizenship program including resources for students, teachers, and families.
- Education World: Example of how a school in Tennessee addressed Internet safety at home and at school.
- Edutopia: Article includes a lesson plan to assist young students in understanding Internet safety.
- Federal Trade Commission (FTC): Online security tips and resources for educators, parents, and families.
- Interland from Google: Interland is Google's Be Internet Awesome online game; it's cloud-based, free, and can be used across devices.
- Netsmartz: Tools for parents, teachers, and kids including lesson plans and online games.
- Stop. Think. Connect: The U.S. Department of Homeland Security offers cybersecurity toolkits and activities for a variety of audiences including students and families.

Resources to Support Media Literacy

- Cornell University Digital Literacy Resource: Information on a variety of topics such as copyright law; finding, evaluating, and citing information sources online; Cornell faculty viewpoints on plagiarism; and advice regarding privacy practices on the Internet.
- Media Education Lab: Media literacy resources including research and curricula.
- Media Literacy Now: National advocacy organization for media literacy education policy.
- Newseum: Activities, resources and lessons for developing student's media literacy skills.
- National Integrated Cyber Education Research Center (NICERC): K-12 curricula incorporating safety and citizenship resources for educators, including printables, activities, and teaching strategies.
- National Telecommunications and Information Administration: Offers a repository of resources by topic, skill, format, and skill level.
- ThinkB4U: Collaboration between Google Inc., Common Sense Media, ConnectSafely, and the National Consumers League.
- School Library Connection: Luhtala, M., & Whiting, J. (2018, October) News Literacy: The Keys to Combating Fake News. *School Library Connection.*
- Information Literacy: This website was created by the Ridgefield Connecticut Public Schools' Library Media Specialists. *Connecticut created resource*

Resources to Engage Parents and Families

- DARE: D.A.R.E. now provides resources and programs on Internet safety for parents/schools.
- Common Sense Media: Lesson plans and resources for parents and teachers on Internet safety, media literacy, and digital citizenship.
- Connect Safely: A Parents' Guide to Educational Technology.
- Connect Safely: The Parent & Educator Guide to Media Literacy & Fake News.
- Connect Safely: A Parents' Guide to Cyberbullying.
- Homeland Security: Online lessons/activities from Homeland Security for Parents re: Online Safety.
- National PTA: Resources and recommendations for digital safety and school/family partnerships.
- The Children's Partnership: Empowering Parents through Technology to Improve the Odds for Children.
- The Washington Post: Article about involving the community to teach parents about Internet safety: Internet safety courses teach parents dangers of digital realm.
- Welcome2Reality: Free printable parent/child contracts for social media usage and Parent Guide to Teen Texting (Text lingo list)

Recommended Stakeholder Actions to Support Digital Citizenship, Internet Safety, and Media Literacy

The Board suggests the following actions to support the establishment of collaboration among the state's various stakeholders to build a comprehensive learning system that explicitly supports the safe, ethical, responsible, and effective use of media and technology resources.

Connecticut State Department of Education

- Disseminate relevant resources to districts and stakeholders.
- Collaborate with library media/library science organizations, higher education institutions, and business and industry to provide professional learning promoting high-quality instruction for all students.
- Encourage all schools and districts to address these topics.

Local Boards of Education

- Develop updated required policies for safe and acceptable use of technology and stay current with emerging technologies.
- Model positive, safe, legal, and ethical behavior.
- Ensure students have equitable access to technology in and out of school.
- Provide professional learning opportunities for classroom teachers, library media specialists, administrators, and curriculum specialists to collaborate, develop, and implement high-quality lessons and activities.
- Develop relationships with library media/library science organizations, higher education institutions, and business and industry to provide professional learning programs and promote high-quality instruction for all students.
- Assist families in understanding ways in which their children can use technology effectively and safely.
- Hire certified, full-time library media specialists and fund library programs in all K-12 schools.

Higher Education Institutions

- Provide training for mentor teachers who will be assigned a pre-service teacher.
- Create professional learning for K-12 teachers to work with professors to make connections K-16.
- Embed technology specific coursework into pre-service programs.
- Require all preservice professors to be proficient in new literacies and technology for classroom use.

Parents and Families

- Establish open lines of communication and have conversations regarding the safe and responsible use of technology.
- Monitor students' use of technology to ensure safety and responsibility.
- Develop ongoing partnerships with schools.
- Advocate access to technology instruction for students.

Community, Business, and Industry

- Support and enhance community-based educational opportunities that engage students, schools, and families.

- Advocate for access to specific instruction.
- Develop ongoing, systematic partnerships with schools and districts.
- Create real world experiences that provide mentoring and internships for teachers and students.
- Sponsor, support, and participate in extracurricular school activities.

Student Data Privacy Toolkit

The Student Data Privacy Toolkit is available from the Connecticut Commission for Educational Technology and provides an explanation of the law with definitions and obligations for K–12 boards of education as well as educational contractors and operators. It includes resources to support districts in the areas of training, communication, and general compliance.

Assistance for Local and Regional Boards of Education

The Connecticut Commission for Educational Technology has published guidance for local and regional boards of education to assist in the revision of policies to support digital learning. This guidance can be found on the Connecticut Commission for Educational Technology Website.

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Appendix A: District Checklist to Assist in the Development of a Comprehensive Learning System that Supports the Safe, Ethical, Responsible, and Effective Use of Media and Technology Resources

Check the box that best applies. For those areas that are in development or developed, include documents/policies/information.	**Not Yet Developed or Not Being Practiced**	**In Development or Emerging in Practice**	**Developed or Evident in Practice**
Our district currently has the following practices or structures in place:			
Updated policies concerning the safe and acceptable use of technology.			
Updated responsibilities for all stakeholders using technology.			
Updated curricula regarding digital literacy, Internet safety and media literacy.			
Relationships with library media/library science organizations, higher education institutions, and business and industry to provide professional learning programs and promote high-quality instruction for all students.			
District and school philosophy/mission statements include technology.			
Modeling of positive, safe, legal, and ethical behavior.			
Equitable access for students to technology both in and out of school.			
Professional learning opportunities for district and school staff to develop media literacy.			
Time for library media specialists, administrators, and curriculum specialists to collaborate, develop, and implement high-quality lessons and activities.			
Assistance for families in understanding ways in which their children can use technology effectively and safely.			
Information or education for families to learn more on how to utilize technology to measure student success and effectively communicate with teachers.			

Appendix B: District Checklist to Assist in the Development of Digital Citizenship, Internet Safety, and Media Literacy Curricula and Instruction

Check when step has been completed.	**Completed**
Our district has:	
Identified staff, students, and parents to serve on a curriculum writing committee.	
Reviewed and used *The Digital Citizenship, Internet Safety, and Media Literacy Guidelines* to explore Digital Citizenship, Internet Safety, and Media Literacy.	
Created essential questions to guide the work of the curriculum writing committee. Examples of essential questions include: • How can we (i.e., staff, students, parents, community) use technology to be effective and positive digital citizens and communicate with people we know and the larger global community? • How do we manage information and tools to use them safely, effectively and legally? • How does technology benefit our academic, social, and emotional selves?	
Identified curricula, instructional practices, and resources currently in place across the district.	
Created grade level instruction and activities for elementary, middle, and high school levels.	
Created a shared digital folder where committee members can contribute effective lessons and/or activities they have conducted.	
Created a process to gauge impact of curricula and instruction implementation.	
Planned a digital citizenship curriculum review process every two (2) years to ensure that objectives, understandings, and activities are current with digital trends.	

Appendix C: Shelton Public Schools Unit Two

Unit Two: Digital Citizenship K-2 Library Science

Unit #2: Title: Digital Citizenship	
Grades: K-2 Grade level A1 (K-2)	**Duration of Unit: 6 lessons**

Standards:

ISTE 2 Digital Citizenship: Student recognize the rights, responsibilities and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

Students will:

a. Cultivate and manage their digital identify and reputation and are aware of the permanence of their actions in the digital world.
b. Engage is positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.
c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
d. Manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

CS: Networks and the Internet - Cybersecurity: 1A-N1-04 Students will explain what passwords are and why we use them, and use strong passwords to protect devices and information from unauthorized use.
CS: Impacts of Computing – Social Interactions: 1A-IC-17: Students will work respectfully and responsibly with others online.
CS: Impacts of Computing – Safety, Law, and Ethics: 1A-IC-18: Students will keep login information private, and log off devices appropriately.

AASL: Engage: Students will demonstrate safe, legal, and ethical creating and sharing knowledge products independently while engaging in a community of practice and an interconnected world.

CC: **Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.**

Prerequisite Information:

Essential Question(s):

- *How do you stay safe when you are online?*
- *What must be done to ensure proper credit has been attributed to all sources of information used?*
- *How can the information from Internet sources be accessed and used safely?*
- *What are the ethics and responsibilities associated with the use of information?*
- *What decisions have been made to ensure safety while using online resources?*

Big Idea(s) AASL – Engage: Students will demonstrate safe, legal, and ethical creating and sharing knowledge products independently while engaging in a community of practice and an interconnected world

Major Topic	Performance Outcomes	Instructional Methods (Including integration of technology & Assessment Tools)	Pacing (Days)
ISTE: Student recognize the rights, responsibilities and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. CS: Impacts of Computing AASL: Engage - **:** Students will demonstrate safe, legal, and ethical creating and sharing knowledge products independently while engaging in a community of practice and an interconnected world	Students will: e. Cultivate and manage their digital identify and reputation and are aware of the permanence of their actions in the digital world. f. Engage is positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices. g. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property. h. Manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.	**Beginning of the year** **Common Sense Media Lessons** https://www.commonsensemedia.org/ **Beginning of the year** **Common Sense Media Lessons** https://www.commonsensemedia.org/ **Lesson A** Kindergarten Staying Safe Online Grade 1 Going Places Safely Grade 2 Using Keywords Grade 3 Private and Personal Information Grade 4 Strong Passwords **Lesson B** Kindergarten Free Brainpop Video Grade 1 A-B-C Searching Grade 2 Sites I Like Grade 3 The Power of Words Grade 4 Digital Citizenship Pledge **Lesson C**	19

	CS: Networks and the Internet – **Cybersecurity**: 1A-N1-04 Students will explain what passwords are and why we use them, and use strong passwords to protect devices and information from unauthorized use. **CS: Impacts of Computing – Social Interactions:** 1A-IC-17: Students will work respectfully and responsibly with others online. **CS: Impacts of Computing – Safety, Law, and Ethics: 1A-IC-18:** Students will keep login information private, and log off devices appropriately.	Kindergarten My Online Community Grade 1 Keep It Private Grade 2 Powerful Passwords Grade 3 You've Won a Prize! Grade 4 Rings of Responsibility **Lesson D** Kindergarten ... Grade 1 Screen Out the Mean Grade 2 Show Respect Online Grade 3 Talking Safely Online Grade 4 Super Digital Citizen **Lesson E** Grade 1 My Creative Work Grade 2 SENDING EMAIL Grade 3 Whose Is It, Anyway? Grade 4 Picture Perfect **NearPod:** **Last 2 weeks of school** FBI SOS website (https://sos.fbi.gov/) Federal Bureau of Investigation Safe Online Searching (Grades 3-8)	
Family Connections	Parent Discussion Parent Discussion	**Rings of Responsibility** https://www.commonsense.org/education/video **Device Free Dinner**	
		Total Days	19

Vocabulary:

"Unwrapped" Concepts (students need to know)	"Unwrapped" Skills (students need to be able to do)
Knowledge	Share
Ethical	Participate
Responsible	Assess credibility
Member	Assess accuracy
Democratic Society	Avoid Plagiarism
Digital Citizenship	Respect
Credible	Gather information
Accuracy	Use information
Source	Practice
Information	
Plagiarism	
Creator	
Producer	
Copyright	
Guidelines	
Information technology	
Safe behaviors	
Ethical behaviors	
Electronic Communication	
Interaction	

Embedded Task/Assessment(s):
Collaboratively Planned Research Projects
Common Sense Media Assessments
Technology Activities/Resources:

Grade 2: Common Sense Media Assessments
https://www.commonsense.org/education/unit-assessments

Extension Activity:

Last 2 weeks of school – Extension Activities
FBI SOS website (https://sos.fbi.gov/)

https://www.iste.org/docs/pdfs/20-14_ISTE_Standards-S_PDF.pdf

https://portal.ct.gov/-/media/SDE/Computer-Science/CS_Standards_Progressions.pdf?la=en

https://standards.aasl.org/wp-content/uploads/2018/08/180206-AASL-framework-for-learners-2.pdf

Grades 3-4
Unit 2 Digital Citizenship

Unit Two: Title: Digital Citizenship	
Grades: 3 – 4 Grade level / Computer Science 1B (3 - 4)	**Duration of Unit: 6 lessons**

Standards:

ISTE 2 Digital Citizenship: Student recognize the rights, responsibilities and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

CSTA: Computer Science (by the end of grade 5)
1B-NI-05 Discuss real-world cyber security problems and how personal information can be protected. (P3.1)
1B-IC-21 Use public domain or creative commons media, and refrain from copying or using material created by others without permission. (P7.3)

AASL – VI. Engage: Students will demonstrate safe, legal, and ethical creating and sharing knowledge products independently while engaging in a community of practice and an interconnected world

Essential Question(s):

- *How do you stay safe when you are online?*
- *What must be done to ensure proper credit has been attributed to all sources of information used?*
- *How can the information from Internet sources be accessed and used safely?*
- *What are the ethics and responsibilities associated with the use of information?*
- *What decisions have been made to ensure safety while using online resources?*

Big Idea(s): What students do in the digital world impacts the real world. In a digital world, we need to be respectful, responsible, and safe.

Major Topic	Performance Outcomes	Instructional Methods (Including integration of technology & Assessment Tools)	Pacing (Days)
Digital Citizenship, Responsible Use, News & Media Literacy	Students will: a. Cultivate and manage their digital identify and reputation and are aware of the permanence of their actions in the digital world. b. Engage is positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices. c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property. d. Manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.	**Common Sense Media Lessons** **https://www.commonsensemedia.org/** **Grade 3:** 1. **Rings of Responsibility:** How do digital citizens take responsibility for themselves, their communities, and their world? 2. **Password Power-Up**: How can a strong password help protect your privacy? 3. **This Is Me**: How does what I post online affect my identity? 4. **Our Digital Citizenship Pledge:** What makes a strong online community? 5. **The Power of Words**: What should you do when someone uses mean or hurtful language on the Internet? 6. **Is Seeing Believing?:** Why do people alter digital photos and videos? **Grade 4:** 1. **My Media Choices**: What makes a healthy media choice? 2. **Private and Personal Information:** What information about you is OK to share online? 3. **Our Online Tracks:** How does our online activity affect the digital footprints of ourselves and others? 4. **Keeping Games Fun and Friendly:** How can I be positive and have fun while playing online games, and help others do the same? 5. **Super Digital Citizen:** How can we be upstanders when we see cyberbullying? 6. **A Creator's Rights and Responsibilities:** What rights and responsibilities do you have as a creator? **Nearpod:** **Last 2 weeks of school** FBI SOS website (https://sos.fbi.gov/) Federal Bureau of Investigation Safe Online Searching (Grades 3-8)	19
		Total Days	19

Family Connections **Rings of Responsibility** **https://www.commonsense.org/education/video** **Device Free Dinner**	**Embedded Task/Assessment(s):** ● Research Projects — Collaboratively Planned ● Lessons — Common Sense Media ● Assessments — Common Sense Media **Technology Activities/Resources:** **Grade 2: Common Sense Media Assessments** **https://www.commonsense.org/education/unit-assessments** **Extension Activity:** **Last 2 weeks of school – Extension Activities** FBI SOS website (https://sos.fbi.gov/)

World Languages

Fairfield Public Schools

World Languages

May 31, 2024

World Language
Creating an engaging, purposeful curriculum to meet the needs of all learners in the FPS

Current Curriculum

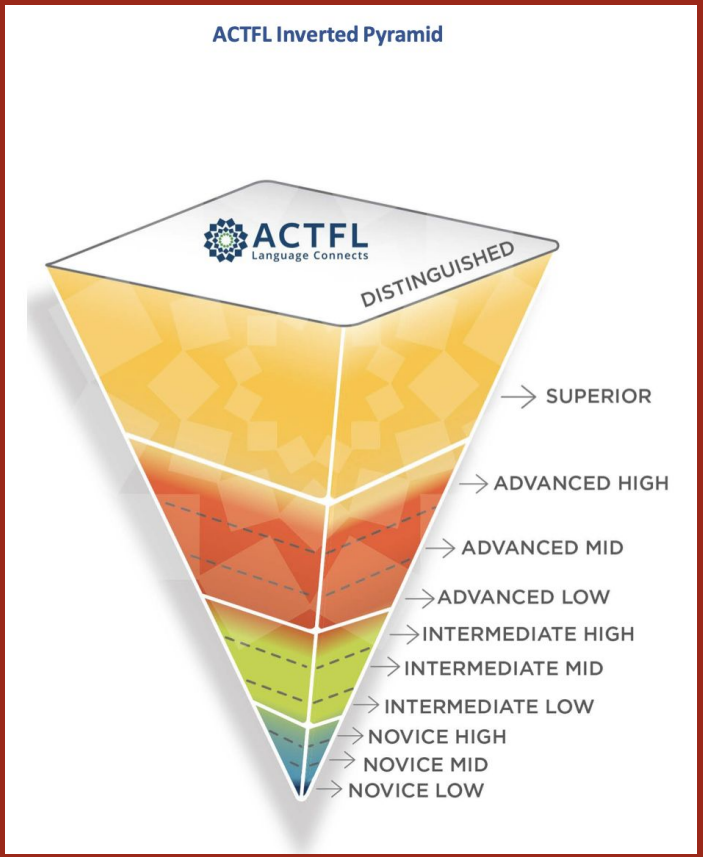
- Proficiency driven and Performance-based
- Thematic units based on AP themes and sub themes
- Aligned to 2015 World Readiness Standards
- Aligned to ACTFL Performance Descriptors
- Skills aligned to content

Student Learning Outcomes

- **CT Seal of Biliteracy: Awarded to seniors upon graduation who demonstrate an Intermediate Mid level of proficiency**
- **Acquisition of Proficiency targets based on ACTFL Guidelines**
- **Fairfield Vision of the Graduate**
- **Early College Experience**
- **AP courses**

ACTFL Proficiency Targets as Aligned to WL in the FPS

Level I - Novice High
Level II - Intermediate Low
Level III - Intermediate Mid
Level IV -Intermediate Mid
Level V - Intermediate High
Level VI/AP - Intermediate High



Early College Experience

Currently with UCONN at FWHS

- **French AP**
- **Latin AP**
- **Spanish AP, VI**

Planning to expand to both HS for all languages

AP Experience

Currently at FLHS and FWHS

- **French**
- **Latin**
- **Spanish**

Work in progress / Updates Spring 2023 - Fall 2024

- Exploring resources
- Reviewing current units
- Updating essential questions
- Adding enduring understandings
- Reviewing alignment of content and skills
- Aligning to ACTFL Proficiency Guidelines 2024
- Aligning skills to 2017 NCSSFL-ACTFL Can-Do Statements
- Aligning to ACTFL Guiding Principles

Course Sequences

Elementary School

Spanish
grades 3, 4, and 5
1 hour per six day rotation

Middle School

French & Spanish

Levels IA, IB, II
Grades 6, 7, 8
57 minutes 4 days per week

High School

ASL, Italian, Latin, Mandarin

4 year program - beginning in HS
Levels I, II, IIIH, IVH
full block 2 semesters

High School

Spanish and French

Spanish I	French I
Spanish II	French II
Spanish III H	French III H
Spanish IV H *or* Spanish IV	French IV H *or* French IV
Spanish V H *or* Spanish V	French V H *or* French V
Spanish VI	French VI
AP Spanish	AP French

Resources under consideration

Allons au-dela - French - digital and hard copy textbook

Alma Edizione - Italian - digital and hard copy textbook

AP Language and Culture - Spanish/French - digital and hard copy textbook

Cambridge Latin - digital and hard copy textbook

echinese - Mandarin - digital textbook

Lingco - Spanish and French - digital platform curated through FPS curriculum

Panorama - Italian - digital textbook

Suburani - Latin - hard copy textbook

ASL - under consideration

World Languages Curriculum Review Status

Questions and Comments

ACTFL
Language Connects

ACTFL PROFICIENCY GUIDELINES 2024

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Language educators and not-for-profit school entities may use the ACTFL Proficiency Guidelines 2024 for curriculum development, classroom-based assessment and to estimate learner progress toward proficiency. The ACTFL Proficiency Guidelines 2024 and any previous or subsequent versions may be used for non-profit, educational purposes only, provided that they are ***reproduced in their entirety****, with no alterations, and with credit to ACTFL. Any redistribution or reproduction of part or all of the ACTFL Proficiency Guidelines 2024 in any form is prohibited other than for non-profit, educational purposes. You may not, except with ACTFL's express written permission, distribute or commercially exploit any media content. No other uses are authorized.*

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Overview of the ACTFL Proficiency Guidelines 2024

The ACTFL Proficiency Guidelines (the Guidelines) describe an individual's language skills in terms of *proficiency***:** the ability to use language to accomplish communication objectives. They portray language proficiency in four domains: listening, speaking, reading, and writing.[1] An individual's level of proficiency in each domain is defined by four criteria, represented by the acronym **FACT**:

- **F**unctions and tasks: The types of communication activities that the individual can handle, such as providing personal information, reading a set of instructions, or interacting with professional colleagues at a conference.
- **A**ccuracy: The degree to which the individual can use linguistic features (including grammar and syntax, vocabulary, discourse structure, sociocultural knowledge, and more) to communicate.
- **C**ontext and content: The situations or circumstances in which the individual can achieve communication goals, and the topic areas that the individual is able to handle.
- **T**ext type: The length and complexity of oral or written text that the individual can understand and produce, ranging from words and phrases to sentences, paragraphs, and multi-paragraph discourse.

Levels and Sublevels

The Guidelines characterize the development of language proficiency as a continuum with five major levels. Each level represents a range of ability (what an individual can do with language) that includes all of the prior levels.

The primary distinction between levels is the functions and tasks (**F**) that an individual at that level can accomplish. With effort and exposure to the language over time, an individual develops the degree of accuracy (**A**) and control of context and content (**C**) and text type (**T**) that are required to accomplish increasingly complex functions and tasks.

The five major levels are as follows:

- **Novice**: The individual can express basic personal information and satisfy a limited number of personal needs using formulaic and rote utterances, lists, and phrases.
- **Intermediate**: The individual can participate in short conversations on predictable topics, ask and answer simple questions, and handle simple transactions using sentence-level communication.
- **Advanced**: The individual can participate in interactions on topics of personal and public interest, narrate and describe in present, past, and future time frames, and handle a situation with a complication using paragraph-level communication.

[1] Note that the *ACTFL Performance Descriptors for Language Learners* use the term "domain" where the Guidelines use "criteria" to refer to functions, contexts/content, text type, and accuracy. In the Guidelines, "domain" always refers to the four skill areas of listening, speaking, reading, and writing.

- **Superior**: The individual can support opinions, hypothesize, discuss topics in abstract terms, and handle a linguistically unfamiliar situation using multi-paragraph discourse.
- **Distinguished**: The individual can negotiate, use persuasive and hypothetical discourse, comment thoughtfully on a range of general topics, and tailor language to a variety of audiences.

At the Novice, Intermediate, and Advanced levels, the Guidelines also include three sublevels:

- **Low**: Baseline performance at the level. Individuals at this sublevel have consistent ability to meet the criteria for the level in all level-relevant communication situations. They may demonstrate some hesitation in doing so, but they are able to sustain communication with regard to all of the criteria. They demonstrate little ability to carry out communication functions that typify the next-higher major level.
- **Mid**: Solid performance at the level. Individuals at this sublevel demonstrate skill in carrying out the functions of the major level in all level-relevant communication situations. They may also exhibit partial ability to carry out communication tasks that typify the next-higher major level.
- **High**: Performance with quality and quantity at the level. Individuals at this sublevel communicate with ease and confidence when performing the functions of the level. They are capable of functioning much of the time at the next higher major level, but they are unable to sustain language at that level without evidence of difficulty.

The sublevels indicate how well the individual meets the criteria for the major level, and also how close the individual's proficiency is to sustaining the criteria for the next major level. This subdivision thus reflects the fact that over time and with practice an individual's proficiency takes on the characteristics of the next higher level. In structured educational situations, reference to the sublevels helps learners and teachers set realistic expectations, see evidence of progress, and recognize the complex nature of language learning.

Proficiency Assessment

Proficiency assessment involves identifying the functions and tasks that an individual is able to accomplish. An assessment of proficiency determines whether the individual provides evidence of all of the criteria for a particular level, even in unrehearsed communication on unfamiliar topics or within unfamiliar contexts. In order to receive a proficiency rating at a given level, an individual must demonstrate sustained ability to meet each of the FACT criteria for that level in all of the communication situations that pertain to that level, including situations that the individual has not encountered previously.

Proficiency assessment differs significantly from assessment of performance. Performance assessment measures what an individual is able to do within familiar task types, contexts, and content areas, using language that has been learned and rehearsed in an instructional or other structured setting. Performance assessment is useful for indicating growth within formal educational contexts, but it does not provide comprehensive evidence of ability to use language outside of that context (that is, comprehensive evidence of proficiency).

Modes of Communication

For each domain, the Guidelines also reference three modes of communication: Interpretive, Interpersonal, and Presentational. The modes describe the nature of communication in terms of interaction to confirm understanding, clarify meaning, and achieve communication purpose.

- **Interpretive**: One-way communication in which a listener or reader has no way to interact with the speaker/writer/producer. Examples: Listening to a podcast, reading a blog post.
- **Interpersonal**: Two-way or multi-way communication in which participants can interact. Examples: Using text messaging (reading/writing) to agree on a meeting time and location, using video calling (listening/speaking) to interact with a health care professional.
- **Presentational**: One-way communication in which a speaker or writer has no way to check for comprehension on the part of listener(s)/reader(s). Examples: Recording an audio or video message, producing a printed set of instructions.

The inclusion of the modes of communication in the Guidelines is intended to facilitate understanding of the relationships between the Guidelines and the *ACTFL Performance Descriptors*, which are structured in terms of the modes and are used in formal educational contexts.

Comparing Proficiency and Performance

In order to use the Guidelines effectively, educators, learners, and administrators need a clear understanding of how language proficiency resembles and differs from language performance.

The terms *proficiency* and *performance* both refer to what an individual is able to do with language. Both reference purposeful communication that involves practical uses of language. Similar strategies can be used when identifying and teaching toward performance-oriented and proficiency-oriented learning objectives, and progress toward objective achievement is assessed through observation of language use for meaningful communication in both cases.

However, proficiency and performance also differ significantly in ways that have to do with the content, context, nature, and consistency of language use.

Proficiency

Proficiency describes an individual's ability to use the language in all types of situations, with regard to topics that may or may not be familiar and in contexts that may or may not have been encountered previously. Proficiency refers to what an individual is able to do regardless of the setting, or where, when, and how the language was learned.

An assessment of proficiency determines whether the individual provides evidence of all of the criteria for a particular level, even in unrehearsed communication, on unfamiliar topics, or within unfamiliar contexts. The individual must do everything expected at a level consistently in order to be rated or scored at that level.

Performance

Performance is the ability to use language that reflects practical communication tasks and that has been learned and practiced in an instructional or other structured setting. Performance refers to what an individual is able to do within familiar contexts and content areas, using task-oriented language functions, structures, and vocabulary that have been learned and practiced with guidance from an instructor or instructional materials. The course or program curriculum determines the contexts, content areas, and performance tasks that are taught and assessed.

An assessment of performance determines whether an individual's language use demonstrates the ability to meet the criteria for a particular level when completing a task type within familiar contexts and content areas. Performance assessment asks individuals to apply the language functions and vocabulary that they have learned and practiced during instruction. Table 1 summarizes the differences between performance assessment and proficiency assessment.

Table 1. Assessing Performance vs. Assessing Proficiency

Assessing Performance	Assessing Proficiency
Based on instruction: Describes what the individual can do based on what has been presented in an instructional curriculum or other formal context.	**Independent of specific instruction or curriculum**: Describes what the individual can do regardless of where, when, or how the language was learned.
Rehearsed: Tasks reflect familiar contexts and are derived from the functions, task types, and language that individuals have rehearsed.	**Not Rehearsed:** Tasks may reflect both familiar and unfamiliar topics, contexts, and language.
Familiar content and context: Content is based on what has been learned and rehearsed, within a context that is similar but not identical to the one rehearsed.	**Broad content and context:** Context and content are those that are appropriate for the given level.
Demonstrated performance of rehearsed tasks and contexts: To be rated at a level, the individual must be able to meet the criteria for that level in the contexts, content areas, and tasks that have been presented and rehearsed.	**Sustained performance across all the tasks and contexts for the level:** To be rated at a level, the individual must demonstrate consistent ability to meet all of the criteria for that level, including tasks, content, and contexts that have not been encountered previously.

The rating that an individual receives on a performance assessment can provide evidence of how that individual might be rated on an assessment of proficiency, but it does not specify proficiency level as such. For example, in a performance context, an individual may meet the criteria for the Intermediate level on a communication task that has been learned and practiced. That individual's performance would be rated as Intermediate because the criteria for demonstrated performance in practiced contexts and content areas have been met. In a proficiency context, however, the same individual may not be able to meet the criteria for the Intermediate level consistently in unrehearsed communication tasks. That individual would thus be rated in the Novice range. While the individual shows evidence of meeting some criteria for the Intermediate level, as expected at the Novice Mid and Novice High levels, the criteria for consistency across unrehearsed communication tasks at the Intermediate level have not been met.

Related Resources

Since the initial publication of the *ACTFL Proficiency Guidelines* in 1986, ACTFL and its colleague organizations have developed and refined three related resources for understanding and assessing language skill development. Intended for use by language learners, language educators, and language testers in K-16 educational contexts, these resources incorporate research findings and methodological developments in the language teaching field, including the European Language Portfolio (https://www.coe.int/en/web/portfolio/ home) and Linguafolio (https://ncssfl.org/linguagrow-linguafolio/).

While each of the three resources is aligned with the Guidelines, there is one major difference in structure. The Guidelines are organized on the basis of the four traditional language domains (listening, speaking, reading, and writing). The Standards, the Performance Descriptors, and the Can-Do Statements instead use the interpretive, interpersonal, and presentational modes of communication as their organizing principle.

The Standards

The *World-Readiness Standards for Learning Languages* (National Standards Collaborative Board, 2015, https://www.actfl.org/educator-resources/world-readiness-standards-for-learning-languages) describe what students need to know and be able to do as they learn another language. They define the "what" of language education in terms of five goal areas: Communication, Cultures, Connections, Comparisons, and Communities.

The Standards are written for Grades K–16 and include language-specific progress indicators for elementary, secondary, and postsecondary learners. The Guidelines can be used in conjunction with the Standards to describe the ways learners demonstrate ability to make connections and comparisons as they engage in unrehearsed communication as members of local and global communities (that is, in real-world contexts and unrehearsed situations).

The Performance Descriptors

The *ACTFL Performance Descriptors for Language Learners* (ACTFL, 2012, https://www.actfl.org/educator-resources/actfl-performance-descriptors) describe a learner's ability to engage in communication tasks that have been presented and rehearsed in Standards-based learning contexts. They reflect "how well" language learners do the "what" from the Standards, whether they are learning in classrooms, online, through independent learning, or in blended environments. Because the Performance Descriptors describe performance outcomes, they can be used to identify learning objectives and to develop activities for use in language instruction.

In addition to their use of the modes of communication as an organizing principle, the Performance Descriptors differ from the Guidelines in two further ways:

- They do not include the distinction among Low, Mid, and High sublevels. In the Guidelines, the sublevels indicate how a learner's proficiency relates to the next higher major level (Low as demonstrating little or no ability at the next major level, Mid as demonstrating some ability, and High as demonstrating extensive ability). This distinction does not apply to the Performance

Descriptors, which describe how well the individual performs the tasks and functions that characterize the major level itself.

- They do not extend to the Superior and Distinguished levels. At these levels, an individual's abilities with regard to tasks and functions, context and content, and text type have broadened and deepened sufficiently that the distinction between prior learning and rehearsal (as in performance) and language use in situations that have not been encountered previously (as in proficiency) is not meaningful.

The Can-Do Statements

The Can-Do Statements (NCSSFL-ACTFL, 2017, https://www.actfl.org/educator-resources/ncssfl-actfl-can-do-statements) are aligned with both the Guidelines and the Performance Descriptors, reflecting the continuum of growth in communication skills through the Novice, Intermediate, Advanced, Superior, and Distinguished levels. The Can-Do Statements describe what language users can independently do at each sublevel and help pave the way to higher levels.

The Can-Do Statements reference the content of the first two goal areas from the World-Readiness Standards (Communication and Cultures), allowing individuals to identify and set learning goals and chart their progress toward language and intercultural proficiency. By providing clear, concrete benchmarks and examples, the Can-Do Statements also enable educators to create learning objectives for units and lesson plans at different levels. The Can-Do Statements do not identify what to learn or teach at each sublevel; rather, they show the skills and functions that can be carried out with full control at each sublevel. Because they are designed for learner use, they encourage individuals to engage in active goal setting and monitoring of their own progress. Table 2 summarizes the purpose, focus, and intended use/users of each of the related resources.

Table 2. ACTFL Resources for Understanding and Assessing Language Skill Development

Resource	Focus and Purpose	Intended Use/Users
ACTFL Proficiency Guidelines (2024)	Describe what individuals can do with language in all types of communication situations and contexts that pertain to a level.	Tools for assessment of an individual's functional language ability in all types of settings and communication contexts. Used by certified testers/raters using a formal protocol. May be used by educators to set expectations for teaching and learning.
World-Readiness Standards for Learning Languages (2015) https://www.actfl.org/educator-resources/world-readiness-standards-for-learning-languages	Describe what individuals know and can do with language. Define the "what" of language education in terms of five goal areas (Communication, Cultures, Connections, Comparisons, Communities) and 11 standards.	Applicable specifically to learners in formal instructional settings from pre-kindergarten through post-secondary. Used by educators to guide curricular planning and classroom instruction; include progress indicators for each standard.

ACTFL Performance Descriptors for Language Learners (2012) https://www.actfl.org/educator-resources/actfl-performance-descriptors	Describe what an individual can do with language based on learning and rehearsal in a classroom, online, through independent learning, or in blended environments. Reflect "how well" an individual does the "what" from the Standards.	Can be used by educators and learners to identify learning objectives and develop activities for use in formal language instruction.
NCSSFL-ACTFL Can-Do Statements (2017) https://www.actfl.org/educator-resources/ncssfl-actfl-can-do-statements	Describe the Communication and Cultures skills and functions that an individual can perform without aid at each sublevel. Provide clear, concrete benchmarks and examples.	Enable educators to create learning objectives at different levels. Allow individuals to set learning goals and monitor progress in the World-Readiness Standards.

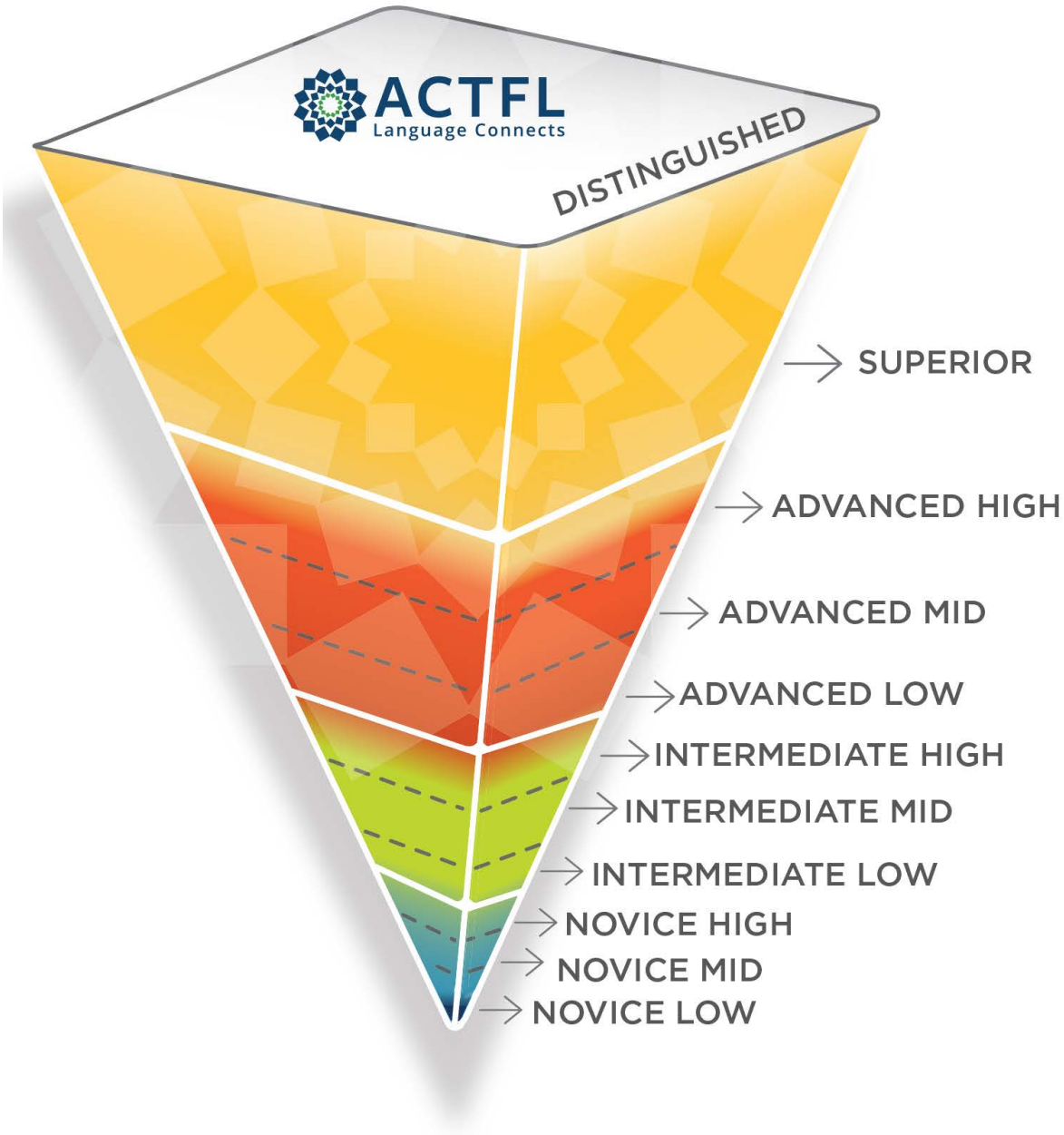
Development of the ACTFL Proficiency Guidelines

The ACTFL Proficiency Guidelines were first published in 1986 as an adaptation for the academic community of the U.S. Government's Interagency Language Roundtable (ILR) Skill Level Descriptions for Listening, Speaking, Reading, and Writing. The Guidelines for Speaking and Writing were revised to reflect practical assessment needs in 1999 and 2001 respectively. In the 2012 (third) edition, the entire set of Guidelines was revised, the major level of Distinguished was added for Speaking and Writing, and the Guidelines were published online, supported with glossed terminology and annotated, multimedia samples of performance at each level for Speaking and Writing, and examples of oral and written texts and tasks associated with each level for Reading and Listening.

The current (fourth) edition expands the Guidelines in ways that clarify their connections with the three related resources described in the Related Resources summary included in the Overview. Changes include the following:

- Specific references to the interpretive, interpersonal, and presentational modes of communication for each domain (listening, speaking, reading, writing)
- Specific references to the seven parameters that serve as structuring elements in the ACTFL Performance Descriptors (functions, context and content, text type, language control, vocabulary, communication strategies, cultural awareness)
- Addition of the element of pronunciation (individual sounds and sound distinctions, word elision, sentence stress and intonation) to the Guidelines for Listening and Speaking
- Addition of the element of writing system to the Guidelines for Reading and Writing

ACTFL Inverted Pyramid



ACTFL PROFICIENCY GUIDELINES 2024 – SPEAKING

Overview

The ACTFL Proficiency Guidelines for Speaking (the Guidelines) describe an individual's ability to use speaking skills and strategies to accomplish communication objectives. Speaking is an actively productive skill. By describing the tasks that language speakers can perform with different types of oral texts and under different types of circumstances, the ACTFL Proficiency Guidelines for Speaking describe how speakers convey a message in oral discourse. The Guidelines do not describe how speaking skills develop, how one learns[1] to speak, or the actual cognitive processes involved in the activity. Rather, they are intended to describe what speakers are able to communicate with spoken language and how they are able to communicate it.

An individual's level of proficiency in speaking is defined by four criteria, represented by the acronym **FACT**:

- **F**unctions and tasks: The types of speaking activities that the individual can carry out, such as responding to basic questions about personal identity, giving a set of directions or instructions, or interacting with professional colleagues in a meeting.
- **A**ccuracy: The degree to which the individual can use linguistic features (including grammar and syntax, vocabulary, stress and intonation, sociocultural knowledge, and more) to convey spoken messages.
- **C**ontext and content: The situations or circumstances in which the individual can achieve speaking goals, and the topic areas that the individual is able to discuss.
- **T**ext type: The length and complexity of text that the individual can produce, ranging from words and phrases to sentences, paragraphs, and multi-paragraph discourse.

The speaking proficiency levels are primarily differentiated by the functions and tasks (**F**) that an individual at each level can carry out consistently. With effort and exposure to the language over time, an individual develops the degree of accuracy (**A**) and control of context and content (**C**) and text type (**T**) that are required to accomplish increasingly complex functions and tasks. In order to receive a rating for speaking at a given proficiency level, an individual must demonstrate sustained ability to meet each of the FACT criteria for that level in all of the communication situations that pertain to that level, including situations that the individual has not encountered previously.

The Major Levels and the Sublevels

The ACTFL Proficiency Guidelines characterize the development of speaking proficiency as a continuum with five major levels: Novice, Intermediate, Advanced, Superior, and Distinguished. Each level represents a range of ability (what an individual can do when speaking) that includes all of the abilities that characterize the prior levels. The descriptors for each level outline what the individual is able to do

[1] Learning, in this document, refers to the overall process of gaining an additional language, not to learning as used as a construct in a dichotomy of learning or acquiring language.

consistently whenever using the language, regardless of context, topic, or previous experience with the situation.

At each major level, the Guidelines provide a summary description of the criteria for speaking proficiency at that level, including functions and task types (**F**), application of linguistic, sociocultural, and strategic knowledge (**A**), relevant situations and topic areas (**C**), and discourse types (**T**). Each description leads with functions and tasks because these are the main features that distinguish the major levels from one another.

At the Novice, Intermediate, and Advanced levels, short written descriptions of Low, Mid, and High sublevels are also included.

- **Low**: Baseline performance at the level. Individuals at this sublevel have consistent ability to meet the criteria for the level in all level-relevant communication situations. They may demonstrate some hesitation in doing so, but they are able to sustain communication with regard to all of the criteria. They demonstrate little ability to carry out communication functions that typify the next-higher major level.
- **Mid**: Solid performance at the level. Individuals at this sublevel demonstrate skill in carrying out the functions of the major level in all level-relevant communication situations. They may also exhibit partial ability to carry out communication tasks that typify the next-higher major level.
- **High**: Performance with quality and quantity at the level. Individuals at this sublevel communicate with ease and confidence when performing the functions of the level. They are capable of functioning much of the time at the next higher major level, but they are unable to sustain language at that level without evidence of difficulty.

The sublevels facilitate understanding of the nature of each major level as representing a range of proficiency. They indicate how well the individual meets the criteria for the major level, and also how close the individual's proficiency is to sustaining the criteria for the next major level. The subdivision thus reflects the fact that over time and with practice an individual's proficiency takes on the characteristics of the next higher level. In formal educational situations, reference to the sublevels helps learners and teachers set realistic expectations, see evidence of progress, and recognize the complex nature of language learning.

Correlations with Performance

At the Novice, Intermediate, and Advanced levels, the Guidelines for Speaking also provide tables with the characteristics of performance at the relevant level as outlined in the *ACTFL Performance Descriptors for Language Learners*. The performance descriptor tables use the label *parameters for performance* for the aspects of language use that an individual can demonstrate.[2] For speaking, the performance descriptors are organized in terms of the Interpersonal and Presentational modes of communication, as defined in Table 1.

[2] The *ACTFL Performance Descriptors for Language Learners* also use the term "domain" for the parameters. This term has been omitted here to avoid potential confusion with its use as an overarching label for listening, speaking, reading, and writing in other contexts. See the Overview of the ACTFL Proficiency Guidelines 2024 for information on the relationship between the FACT criteria and the parameters for performance.

Table 1. Modes of Communication Relevant to Speaking Proficiency

	Interpersonal	Presentational
Definition	Two-way or multiple-way communication that allows for active negotiation of meaning among individuals.	One-way communication with no direct opportunity for active negotiation of meaning with the message recipient.
Participant role(s)	Create and convey messages; monitor other participant(s) to see how meanings and intentions are being received; request and provide adjustments as needed.	Create and convey messages designed to facilitate interpretation by the message recipient.
Skill areas and examples	Speaking/signing in interactional situations (social conversation; group work in academic or professional contexts; debate).	Speaking/signing (live and in person, live broadcast, recorded video or audio).

Table adapted from ACTFL Performance Descriptors for Language Learners (2012), page 7.

The inclusion of the performance descriptor tables at the Novice, Intermediate, and Advanced levels is intended to facilitate understanding of the relationship between proficiency and performance for instructors and learners in formal educational settings where the Performance Descriptors are used to set learning goals and measure progress.

- ***Proficiency***: Ability to engage in communication tasks in all situations relevant to the level, including those that have not been encountered previously.
- ***Performance***: Ability to engage in communication tasks that are relevant to the level and have been presented and rehearsed in instruction or in another structured context.

The *ACTFL Performance Descriptors for Language Learners* parallel the FACT criteria for proficiency as shown in Table 2.

Table 2. Correlation of Proficiency Criteria with Parameters of Performance

FACT Criterion (Proficiency)	Parameter (Performance)
Functions	Functions
Context and Content	Contexts and Content
Text Type	Discourse Type
Accuracy (one single criterion)	Comprehension and Comprehensibility (4 sub-parameters) • *Language Control* • *Vocabulary* • *Communication Strategies* • *Cultural Awareness*

The Guidelines for Speaking do not include performance descriptor tables for the Superior and Distinguished levels because the *ACTFL Performance Descriptors for Language Learners* do not include descriptors for these levels. At the Superior and Distinguished levels, an individual's abilities with regard to tasks and functions, context and content, and text type have broadened and deepened sufficiently that prior learning and rehearsal (as in performance) as opposed to language use in situations that have not been encountered previously is no longer a meaningful distinction.

The Novice Level

At the Novice level, speakers can communicate short messages on everyday topics that they are familiar with and that affect them directly. They express themselves using words, phrases, simple sentences, and questions that they have encountered, rehearsed, and can recall. They are able to produce greetings, self-introductions, and expressions of courtesy that they have rehearsed, but their understanding of cultural appropriateness is limited. Novice-level speech may be strongly influenced by the pronunciation, stress, intonation, and tone (in tonal languages) patterns of other languages that the individual knows.

Novice Low

Speakers at the Novice Low sublevel are beginning to learn the basics of the language and are able to communicate using common words and phrases that they have rehearsed. Given adequate time and familiar cues, they are able to exchange greetings, give their identity, and name a number of familiar objects from their immediate environment. Their speech may reflect the vocabulary, syntax, and articulation and intonation patterns of other languages in ways that interfere with communication.

Novice Mid

Speakers at the Novice Mid sublevel complete basic social communication tasks using isolated words, rehearsed phrases, and short sentences drawn from the contexts where the individual has learned or been exposed to the language. When responding to direct questions, these speakers may employ stock answers to meet their communicative needs. They pause often as they search for vocabulary or appropriate structure, and they may recycle their own and their communication partner's words as a strategy for maintaining communication. Their speech may incorporate distinct vocabulary, syntax, and articulation and intonation patterns from other languages.

Novice High

Speakers at the Novice High sublevel are able to successfully manage a number of uncomplicated communication tasks in straightforward social situations. Their language consists primarily of short and sometimes incomplete sentences in the present. They can converse on many familiar topics that are necessary for survival, such as basic personal information, basic objects, and a limited number of activities, preferences, and immediate needs. Speakers at the Novice High sublevel can respond to simple, direct questions or requests for information, and they are also able to ask a few formulaic questions. They express personal meaning by using and recombining rehearsed phrases and on occasion by recycling what they hear from their communication partner(s). Much of their language consists of expansions of rehearsed material and stock phrases that can resemble the ability to create with language that characterizes the Intermediate level. Although miscommunication may arise due to the incorporation of features of other languages, speakers at the Novice High sublevel can often use repetition or rephrasing to repair it.

Correlations with Performance

Table 3 outlines the parameters of performance for Novice-level speaking in the Interpersonal and Presentational modes of communication.

Table 3. Modes of Communication and Parameters of Performance in Speaking—Novice Level

Overall Description		
Communicates in conversations on very familiar topics using a variety of words, phrases, simple sentences, and questions that have been extensively rehearsed.		
Parameters of Performance	**Interpersonal Mode**	**Presentational Mode**
Functions	Can ask highly predictable and formulaic questions and respond to such questions by listing, naming, and identifying. May show emerging evidence of the ability to engage in simple conversation on topics related to the self and the immediate environment.	Can present simple, basic information on very familiar topics by producing words, lists, and formulaic phrases or sentences using highly rehearsed language. May show emerging evidence of the ability to create messages related to oneself and immediate environment or express own thoughts and preferences.
Contexts and Content	Can function in some personally relevant contexts on topics that relate to basic biographical information.	Can create messages in some personally relevant contexts on topics that relate to basic biographical information.
Discourse Type	Can produce words, phrases, and extensively rehearsed sentences or formulaic questions.	
Comprehension and Comprehensibility		
Language Control	Can use rehearsed or formulaic language to engage in simple interactions. Influence of articulation and intonation patterns from other languages may interfere with communication.	Can produce rehearsed or formulaic language that conveys simple messages. Limited language control may require a sympathetic audience to be understood.
Vocabulary	Can produce a number of high-frequency words, highly rehearsed expressions, and formulaic questions.	Can produce a number of high-frequency words and formulaic expressions; able to use a limited variety of vocabulary on familiar topics.
Communication Strategies	Can use some or all of the following strategies to maintain communication: • Imitating modeled words • Using facial expressions and gestures • Repeating words • Using another language • Asking for repetition • Indicating lack of understanding	Can use some or all of the following strategies to communicate: • Relying on a rehearsed format • Using facial expressions and gestures • Repeating words • Using another language • Using graphic organizers to present information • Supporting presentational speaking with visuals and notes
(Socio)Cultural Awareness	Can use culturally appropriate gestures and formulaic expressions in highly practiced applications. Can recognize opportunities for own turn (turn-taking conventions) only in highly practiced formulaic communication. May show awareness of the most obvious cultural differences, but may miss cues indicating miscommunication or inappropriateness.	Can use some rehearsed culturally appropriate gestures, formulaic expressions, and basic speaking conventions.

Table adapted from ACTFL Performance Descriptors for Language Learners (2012).

The Intermediate Level

Speakers at the Intermediate level are distinguished by their ability to use language creatively, that is, to recombine rehearsed or formulaic material in order to manage transactional and straightforward social situations. They can participate in conversations on familiar topics, ask and answer simple questions, and handle straightforward survival situations. They produce sentence-level language, ranging from discrete sentences to short strings of sentences, typically in present time, and they are able to formulate simple questions. Speakers at the Intermediate level have a growing but limited vocabulary of high-frequency items. Intermediate-level speech may be influenced by the pronunciation, stress, intonation, and tone (in tonal languages) patterns of other languages that individuals know, but they can apply strategies for recognizing and repairing any resulting miscommunication.

Intermediate Low

Speakers at the Intermediate Low sublevel are able to handle successfully a limited number of uncomplicated communication tasks by using the language creatively in straightforward social situations. Their conversation is restricted to concrete exchanges and predictable topics necessary for survival. Topics relate to basic personal information such as self and family, some daily activities and personal preferences, and some immediate needs, such as ordering food and making simple purchases. At the Intermediate Low sublevel, individuals are able to ask a few appropriate questions, but they are primarily reactive and may have difficulty answering direct questions or requests for information.

At the Intermediate Low sublevel, speakers express personal meaning by combining and recombining what they know and what they hear from their communication partner(s) into short sentences. They may hesitate, repeat, or self-correct often as they search for the appropriate linguistic forms and vocabulary to convey the message. Their pronunciation, vocabulary, and syntax may be strongly influenced by the other languages that they know, but they can generally be understood.

Intermediate Mid

Speakers at the Intermediate Mid sublevel are able to handle successfully a variety of uncomplicated communication tasks in straightforward social and transactional situations. They can engage effectively in predictable and concrete exchanges that involve personal information related to self, family, home, daily activities, interests, and personal preferences, as well as physical and social needs, such as food, shopping, travel, and lodging. They are capable of asking a variety of questions to obtain information to meet basic needs, such as instructions, prices, and services.

At the Intermediate Mid sublevel, speakers are able to express personal meaning by creating with the language, in part by combining and recombining known elements and conversational input. Their speech largely consists of strings of sentences; it may contain pauses, reformulations, and self-corrections as they search for adequate vocabulary and appropriate language forms to express themselves, and their pronunciation, vocabulary, and syntax may reflect some influence from the other languages that they know. However, they are generally

able to be understood and can sometimes recognize and correct miscommunication when it occurs.

Intermediate High

Speakers at the Intermediate High sublevel are able to converse with ease and confidence when dealing with routine tasks and social situations that require an exchange of basic information related to their work, school, recreation, particular interests, and areas of competence. The breadth of their vocabulary and language control reduces the need for pauses and reformulations when they speak on such topics. The influence of other languages that they know may be evident in their articulation, stress, and intonation patterns, but rarely interferes with successful communication.

At the Intermediate High sublevel, speakers can handle a substantial number of tasks associated with the Advanced level, but they are unable to sustain performance of all of these tasks all of the time. They often can narrate and describe in all major time frames using connected discourse of paragraph length. When they do so, their speech exhibits one or more features of breakdown, such as inability to fully carry out narration or description in the appropriate major time frame, difficulty maintaining paragraph-length discourse, or a reduction in breadth and appropriateness of vocabulary.

Correlations with Performance

Table 4 outlines the parameters of performance for Intermediate-level speaking in Interpersonal and Presentational modes of communication.

Table 4. Modes of Communication and Parameters of Performance in Speaking—Intermediate Level

Overall Description		
Expresses self and participates in conversations on familiar topics using sentences and series of sentences. Handles short social interactions in everyday situations by asking and answering a variety of questions. Can communicate about self, others, and everyday life.		
Parameters of Performance	**Interpersonal Mode**	**Presentational Mode**
Functions	Can use language creatively to manage survival and transactional situations and express personal information and preferences. Consistently able to initiate, maintain, and end a conversation to satisfy basic needs and/or to handle a simple transaction. May show emerging evidence of the ability to communicate beyond the "here and now."	Can express own thoughts and present information and personal preferences on familiar topics by creating with language, primarily in present time. May show emerging evidence of the ability to tell or retell a story and provide additional description.
Contexts and Content	Can communicate in contexts and on topics relevant to the self, others, and the immediate environment.	Can create messages in contexts and on topics relevant to the self, others, and the immediate environment.
Discourse Type	Can understand and produce discrete sentences and sentence strings. Can use some connectors to show sentence relationships.	Can speak in sentences and sentence strings. Can sometimes use sentence connectors to create longer discourse when using rehearsed language.
Comprehension and Comprehensibility		
Language Control	Can produce straightforward language that contains mostly familiar structures. Can ask and answer a variety of questions. Can control language structures and articulation/stress/intonation patterns sufficiently to ensure clarity in many situations, though some miscommunication may occur.	Can use straightforward language that relies mainly on simple, familiar structures. Can control language structures and articulation/stress/intonation patterns sufficiently to ensure clarity in many situations, though some miscommunication may occur.
Vocabulary	Can produce high-frequency vocabulary on a variety of everyday topics, topics of personal interest, and topics that are familiar or have been rehearsed.	
Communication Strategies	Can ask questions to initiate and sustain conversations. Can use some of the following strategies some of the time to maintain communication: • Asking questions • Asking for clarification • Self-correcting or restating when not understood • Using known language to compensate for unknown vocabulary (circumlocution)	Can use some or all of the following strategies to communicate and maintain audience interest: • Simplifying • Using graphics or images • Using known language to compensate for unknown vocabulary (circumlocution) • Restating or self-correcting when miscommunication occurs • Using reference resources as appropriate
(Socio)Cultural Awareness	Can use some culturally appropriate vocabulary, expressions, and gestures when participating in everyday interactions. Recognizes that differences exist in cultural behaviors and perspectives and can conform in familiar situations.	Can use some culturally appropriate vocabulary, expressions, and gestures. Reflects some knowledge of cultural differences related to spoken communication.

Table adapted from ACTFL Performance Descriptors for Language Learners (2012).

The Advanced Level

Speakers at the Advanced level engage fully in everyday conversations and routine work-related interactions and communicate on topics of community, national, or international interest. They handle subjects concretely by means of narration and description in the major time frames of past, present, and future. Individuals at this level can typically report facts, make simple recommendations, and provide straightforward descriptions, directions, instructions, and narrations, and they can express points of view in discussion and deal with unpredictable social situations. The breadth and depth of their language control and vocabulary allow them to connect ideas into paragraph-length oral discourse that uses sequencing and linking of phrases for cohesion. The influence of other languages that they know on their stress, intonation, and tone (in tonal languages) may be evident in their speech, but it rarely interferes with communication. Speakers at the Advanced level recognize and refer to major historical or cultural events, and they demonstrate some understanding of cultural and social norms. In addition, they may be able to verbally convey a mood, feeling, or emotion.

Advanced Low

Speakers at the Advanced Low sublevel are able to handle a variety of communication tasks. They are able to participate in most informal and some formal conversations on topics related to school, home, and leisure activities. They can also speak about some topics related to employment, current events, and matters of public and community interest.

At the Advanced Low sublevel, speakers demonstrate the ability to narrate and describe in the major time frames of past, present, and future with some control of aspect, although their narrations and descriptions tend to be handled separately rather than interwoven. Speakers at the Advanced Low sublevel combine and link sentences into connected discourse of paragraph length. They can appropriately handle the essential linguistic challenges presented by a complication or an unexpected turn of events.

Speakers at the Advanced Low sublevel communicate with sufficient accuracy, clarity, and precision to convey their intended message without misrepresentation or confusion. Their dominant language may be evident in the use of false cognates, literal translations, or the oral paragraph structure of that language, and their discourse may contain hesitations and self-correction. However, they are able to use strategies such as rephrasing and circumlocution to maintain communication and repair misunderstanding.

Advanced Mid

Speakers at the Advanced Mid sublevel are able to handle with ease and confidence a large number of communication tasks. They participate actively in most informal and some formal exchanges on a variety of concrete topics relating to work, school, home, and leisure activities, as well as topics relating to events of current, public, and personal interest or individual relevance. Speakers at this sublevel contribute to conversations on a variety of familiar topics, using concrete language with much accuracy, clarity, and precision. Their discourse may reflect the oral paragraph structure of another language, but they are able to employ communication strategies such as circumlocution or rephrasing to convey their intended message without misrepresentation or confusion.

At the Advanced Mid sublevel, speakers demonstrate the ability to narrate and describe in the major time frames of past, present, and future by providing a full account, with good control of aspect. Narration and description tend to be combined and interwoven to relate relevant and supporting facts in connected, paragraph-length discourse. Speakers at this sublevel can handle successfully and with relative ease the linguistic challenges presented by a complication or unexpected turn of events that occurs within the context of a routine situation or familiar communication task. Their speech is marked by substantial flow, and their vocabulary is fairly extensive although primarily generic in nature, except in the case of a particular area of specialization or interest.

Advanced High

Speakers at the Advanced High sublevel perform all Advanced-level tasks with linguistic ease, confidence, and competence. They are consistently able to explain in detail and narrate fully and accurately in all time frames. These speakers may demonstrate a well-developed ability to compensate for an imperfect grasp of some language structures or for limitations in vocabulary by the confident use of communication strategies such as paraphrasing, circumlocution, and illustration. They use precise vocabulary and intonation to express meaning and often show great fluency and ease of speech.

At the Advanced High sublevel, speakers may demonstrate Superior-level ability when discussing topics abstractly, especially those relating to their particular interests and special fields of expertise. They may also construct hypotheses and provide structured arguments to support their opinions. In general, however, they are more comfortable discussing topics concretely, and they may resort to simplification through the use of description or narration in place of argument or hypothesis.

Correlations with Performance

Table 5 outlines the parameters of performance for Advanced-level speaking in Interpersonal and Presentational modes of communication.

Table 5. Modes of Communication and Parameters of Performance in Speaking—Advanced Level

Overall Description		
Expresses self fully to maintain conversations on familiar topics and new concrete social, academic, and work-related topics. Can communicate in paragraph-length conversation about events with detail and organization. Confidently handles situations with an unexpected complication. Shares point of view in discussions.		
Parameters of Performance	**Interpersonal Mode**	**Presentational Mode**
Functions	Can communicate with ease and confidence by producing narrations and descriptions in all major time frames. Can deal efficiently with a situation with an unexpected turn of events. May show emerging evidence of the ability to participate in discussions about issues beyond the concrete.	Can produce narrations and descriptions in all major time frames on familiar and some unfamiliar topics. May show emerging evidence of the ability to provide a well-supported argument, including detailed evidence in support of a point of view.
Contexts and Content	Can function fully and effectively in contexts both personal and general. Content areas include topics of personal and general interest (community, national, and international events) as well as work-related topics and areas of special competence.	Can create messages fully and effectively in contexts both personal and general. Content areas include topics of personal and general interest (community, national, and international events) as well as work-related topics and areas of special competence.
Discourse Type	Can produce discourse in full oral paragraphs that are organized, cohesive, and detailed. Able to ask questions to probe beyond basic details.	Can produce full paragraphs that are organized, cohesive, and detailed.
Comprehension and Comprehensibility		
Language Control	Can control basic high-frequency structures consistently with clear, organized communication of ideas. Language control is sufficient to interact efficiently and effectively with a variety of communication partners.	Can control basic high-frequency structures consistently with clear, organized communication of ideas. Language control is sufficient for effective presentation to a variety of audiences.
Vocabulary	Can produce a broad range of vocabulary related to school, employment, topics of personal interest, current events, and matters of public and community interest.	Can produce a broad range of vocabulary related to topics of personal, public, and community interest, and some specific vocabulary related to areas of study or expertise.
Communication Strategies	Can use a range of strategies to maintain communication. Able to • Request clarification • Repeat, restate, and rephrase • Use known language to compensate for unknown vocabulary (circumlocution)	Can use a range of strategies to communicate and maintain audience interest. Able to • Demonstrate conscious efforts at self-editing and correction • Elaborate and clarify • Provide examples, synonyms, or antonyms • Use cohesion, chronology, and details to explain or narrate fully
(Socio)Cultural Awareness	Can use cultural knowledge to conform linguistically and behaviorally in many social and work-related interactions. Can show conscious awareness of significant cultural differences and try to adjust accordingly.	Can use cultural knowledge appropriate to the presentational context and reflective of established cultural practices and perspectives.

Table adapted from ACTFL Performance Descriptors for Language Learners (2012).

The Superior Level

At the Superior level, speakers communicate with accuracy and fluency as they participate fully and effectively in conversations on a variety of concrete and abstract topics in formal and informal settings. They can discuss their interests and fields of competence, explain complex matters in detail, and provide lengthy and coherent narrations, all with ease, fluency, and accuracy. They can state and defend their opinions on issues of interest to them, develop hypotheses, resolve unexpected situations, and discuss the implications of societal issues.

Speakers at the Superior level use extended discourse without lengthy hesitation to make their point, even when engaged in abstract discussion. They produce cohesive discourse with clear relationships of ideas and may employ some rhetorical devices, such as simile or metaphor. They use a variety of interactive and discourse strategies, such as turn-taking and separating main ideas from supporting information through the use of syntactic, lexical, and phonetic devices.

Speakers at the Superior level demonstrate no patterns of error in the use of basic structures, although they may make sporadic errors in low-frequency structures and in complex high-frequency structures. Such errors, if they do occur, do not distract from or interfere with communication.

The Distinguished Level

Speakers at the Distinguished level are able to use language skillfully and with accuracy, efficiency, and effectiveness. They are articulate users of the language who can discuss a wide range of global issues and highly abstract concepts in culturally appropriate ways. At the Distinguished level, individuals can advise, persuade, and negotiate, and they can use persuasive and hypothetical discourse to advocate a point of view that is not necessarily their own. They can tailor language to a variety of audiences by adapting their speech and register in ways that are culturally authentic, and they can participate in or give a formal speech at a conference or debate.

Speakers at the Distinguished level produce highly sophisticated and tightly organized extended discourse. They can speak succinctly, often using cultural and historical references to express meaning without extended description or explanation. At this level, oral discourse typically resembles written discourse. Speakers at the Distinguished level use discourse strategies such as rhetorical devices to organize and present their thoughts. They speak effortlessly and smoothly; while the influence of articulation or intonation patterns from other known languages may be present, it does not interfere with communication.

ACTFL PROFICIENCY GUIDELINES 2024 – WRITING

Overview

The ACTFL Proficiency Guidelines for Writing (the Guidelines) describe an individual's ability to use writing skills and strategies to accomplish communication objectives. Writing is an actively productive skill. By describing the tasks that writers can handle and the types of written text they can produce, the Guidelines for Writing describe how an individual conveys messages in writing at each level. The Guidelines do not describe how writing skills develop, how one learns[1] to write, or the actual cognitive processes involved in the activity. Rather, they are intended to describe what individuals are able to communicate with written language and how they are able to communicate it.

An individual's level of proficiency in writing is defined by four criteria, represented by the acronym **FACT**:

- **F**unctions and tasks: The types of writing activities that the individual can carry out, such as completing an information form, providing a set of written instructions, or interacting with professional colleagues in an online discussion forum.
- **A**ccuracy: The degree to which the individual can use linguistic features (including grammar and syntax, vocabulary, cohesive devices, sociocultural knowledge, and more) to convey written messages.
- **C**ontext and content: The situations or circumstances in which the individual can achieve writing goals, and the topic areas that the individual is able to address in writing.
- **T**ext type: The length and complexity of written text that the individual can produce, ranging from words and phrases to sentences, paragraphs, and multi-paragraph discourse.

The writing proficiency levels are primarily differentiated by the functions and tasks (**F**) that an individual at each level can carry out consistently. With effort and exposure to the language over time, an individual develops the degree of accuracy (**A**) and control of context and content (**C**) and text type (**T**) that are required to accomplish increasingly complex functions and tasks. In order to receive a rating for writing at a given proficiency level, an individual must demonstrate sustained ability to meet each of the FACT criteria for that level in all of the communication situations that pertain to that level, including situations that the individual has not encountered previously.

The Major Levels and the Sublevels

The ACTFL Proficiency Guidelines characterize the development of writing proficiency as a continuum with five major levels: Novice, Intermediate, Advanced, Superior, and Distinguished. Each level represents a range of ability (what an individual can do when writing) that includes all of the abilities that characterize the prior levels. The descriptors for each level outline what the individual is able to do consistently whenever using the language, regardless of context, topic, or previous experience with the situation.

[1] Learning, in this document, refers to the overall process of gaining an additional language, not to learning as used as a construct in a dichotomy of learning or acquiring language.

At each major level, the Guidelines provide a summary description of the criteria for writing proficiency at that level, including functions and task types (**F**), application of linguistic, sociocultural, and strategic knowledge (**A**), relevant situations and topic areas (**C**), and discourse types (**T**). Each description leads with functions and tasks because functions are the main feature that distinguishes the major levels from one another.

At the Novice, Intermediate, and Advanced levels, short written descriptions of Low, Mid, and High sublevels are also included.

- **Low**: Baseline performance at the level. Individuals at this sublevel have consistent ability to meet the criteria for the level in all level-relevant communication situations. They may demonstrate some hesitation in doing so, but they are able to sustain communication with regard to all of the criteria. They demonstrate little ability to carry out communication functions that typify the next-higher major level.
- **Mid**: Solid performance at the level. Individuals at this sublevel demonstrate skill in carrying out the functions of the major level in all level-relevant communication situations. They may also exhibit partial ability to carry out communication tasks that typify the next-higher major level.
- **High**: Performance with quality and quantity at the level. Individuals at this sublevel communicate with ease and confidence when performing the functions of the level. They are capable of functioning much of the time at the next higher major level, but they are unable to sustain language at that level without evidence of difficulty.

The sublevels facilitate understanding of the nature of each major level as representing a range of proficiency. They indicate how well the individual meets the criteria for the major level, and also how close the individual's proficiency is to sustaining the criteria for the next major level. The subdivision thus reflects the fact that over time and with practice an individual's proficiency takes on the characteristics of the next higher level. In formal educational situations, reference to the sublevels helps learners and teachers set realistic expectations, see evidence of progress, and recognize the complex nature of language learning.

Correlations with Performance

At the Novice, Intermediate, and Advanced levels, the ACTFL Guidelines for Writing also provide tables with the characteristics of performance at the relevant level as outlined in the *ACTFL Performance Descriptors for Language Learners*. The performance descriptor tables use the label *parameters for performance* for the aspects of language use that an individual can demonstrate.[2] For writing, the performance descriptors are organized in terms of the Interpersonal and Presentational modes of communication, as defined in Table 1.

[2] The *ACTFL Performance Descriptors for Language Learners* also use the term "domain" for the parameters. This term has been omitted here to avoid potential confusion with its use as an overarching label for Listening, Speaking, Reading, and Writing in other contexts. See the Overview of the ACTFL Proficiency Guidelines 2024 for information on the relationship between the FACT criteria and the parameters for performance.

Table 1. Modes of Communication Relevant to Writing Proficiency

	Interpersonal	Presentational
Definition	Two-way or multiple-way communication that allows for active negotiation of meaning among individuals.	One-way communication with no direct opportunity for active negotiation of meaning with the message recipient.
Participant role(s)	Create and convey messages; monitor other participant(s) to see how meanings and intentions are being received; request and provide clarifications as needed.	Create and convey messages designed to facilitate interpretation by the message recipient.
Skill areas and examples	Writing in interactional situations (text message exchanges; group writing projects in an academic or professional context).	Production of written text with or without visual support for the reader (completing an information form; writing a narrative or description with/without visual aids; writing a comparison/contrast summary).

Table adapted from ACTFL Performance Descriptors for Language Learners (2012), page 7.

The inclusion of the performance descriptor tables at the Novice, Intermediate, and Advanced levels is intended to facilitate understanding of the relationship between proficiency and performance for instructors and learners in formal educational settings where the Performance Descriptors are used to set learning goals and measure progress.

- ***Proficiency***: Ability to engage in communication tasks in all situations relevant to the level, including those that have not been encountered previously.
- ***Performance***: Ability to engage in communication tasks that are relevant to the level and have been presented and rehearsed in instruction or in another structured context.

The *ACTFL Performance Descriptors for Language Learners* parallel the FACT criteria for proficiency as shown in Table 2.

Table 2. Correlation of Proficiency Criteria with Parameters of Performance

FACT Criterion (Proficiency)	Parameter (Performance)
Functions	Functions
Context and Content	Contexts and Content
Text Type	Discourse Type
Accuracy (one single criterion)	Comprehension and Comprehensibility (4 sub-parameters) • *Language Control* • *Vocabulary* • *Communication Strategies* • *Cultural Awareness*

The Guidelines for Writing do not include performance descriptor tables for the Superior and Distinguished levels because the *ACTFL Performance Descriptors for Language Learners* do not include descriptors for these levels. At the Superior and Distinguished levels, an individual's abilities with regard to tasks and functions, context and content, and text type have broadened and deepened sufficiently that prior learning and rehearsal (as in performance) as opposed to language use in situations that have not been encountered previously is no longer a meaningful distinction.

The Novice Level

At the Novice level, writers can reproduce practiced material to convey simple messages on everyday topics that they are familiar with and that affect them directly. They express themselves using words, phrases, and simple sentences, and can produce lists, notes, and limited formulaic information on simple forms and documents. In addition, they can transcribe familiar words or phrases, copy letters of the alphabet or syllables of a syllabary, or reproduce basic characters with some accuracy.

Novice Low

Writers at the Novice Low sublevel are able to copy or transcribe familiar words or phrases, form letters in an alphabetic system, and copy and produce isolated, basic strokes in languages that use syllabaries or characters. Given adequate time and familiar cues, they can reproduce from memory a very limited number of isolated words or familiar phrases. Their writing may reflect the vocabulary and syntactic patterns of other languages in ways that interfere with communication.

Novice Mid

Writers at the Novice Mid sublevel can reproduce from memory a modest number of words and phrases in context. They can supply basic biographical information, such as names, numbers, and nationality, and other limited information on simple forms and documents. Writers at the Novice Mid sublevel exhibit a high degree of accuracy when writing on well-rehearsed, familiar topics using limited formulaic language. With less familiar topics, there is a marked decrease in accuracy. Errors in spelling or in the representation of symbols may be frequent.

Novice High

Writers at the Novice High sublevel are able to meet basic practical writing needs using lists, short messages, and simple notes. They are able to express a simple message within the context in which the language was learned, relying mainly on practiced material. Their writing is focused on common elements of daily life. At the Novice High sublevel, writers are able to demonstrate an Intermediate-level ability to recombine vocabulary and structures that they have rehearsed to create simple sentences on very familiar topics, but they are not able to sustain sentence-level writing all the time. Due to limited exposure to and rehearsal of the language, writing at this sublevel may only partially communicate the intentions of the writer.

Correlations with Performance

Table 3 outlines the parameters of performance for Novice-level writing in Interpersonal and Presentational modes of communication.

Table 3. Modes of Communication and Parameters of Performance in Writing—Novice Level

Overall Description		
Communicates written information on very familiar topics using a variety of words, phrases, simple sentences, and questions that have been extensively rehearsed.		
Parameters of Performance	**Interpersonal Mode**	**Presentational Mode**
Functions	Can respond to highly predictable and formulaic questions by listing, naming, and identifying or labeling. May show emerging evidence of the ability to engage in simple written exchanges such as notes or text messages.	Can provide basic personal information on very familiar topics using highly practiced words, lists, notes, and formulaic language. May show emerging evidence of ability to express own thoughts and preferences.
Contexts and Content	Can reproduce simple practiced messages in personally relevant contexts on topics that relate to basic biographical information. May show emerging evidence of ability to create messages in highly practiced contexts related to self and immediate environment.	
Discourse Type	Can produce lists, notes, and formulaic information using words, phrases, and highly practiced sentences. Can write formulaic or highly rehearsed questions.	
Comprehension and Comprehensibility		
Language Control	Can produce rehearsed words and phrases that are appropriate to the context. Limited control of spelling and/or writing system may interfere with ability to convey intended meaning.	
Vocabulary	Can produce a number of high-frequency words, highly practiced expressions, and formulaic questions and phrases.	Can produce a number of high-frequency words and formulaic expressions; can use a variety of vocabulary on familiar topics.
Communication Strategies	Can use some or all of the following strategies to maintain communication: • Relying on a rehearsed or formulaic format • Imitating modeled written words • Using another language • Indicating lack of understanding (writing a question mark) • Using graphic organizers and visuals to support written material	Can use some or all of the following strategies to communicate: • Relying on a formulaic or rehearsed format with multiple drafts • Using modeled words • Using graphic organizers and visuals to support written material • Using another language
(Socio)Cultural Awareness	Can use culturally appropriate formulaic expressions in highly practiced applications. May show awareness of the most obvious cultural conventions.	Can use basic writing conventions and some rehearsed culturally appropriate formulaic expressions.

Table adapted from ACTFL Performance Descriptors for Language Learners (2012).

The Intermediate Level

Writers at the Intermediate level have the ability to meet practical writing needs, such as simple messages and letters, requests for information, and notes. In addition, they can ask and respond to simple questions in writing. These writers can create with the language and communicate simple facts and ideas in a series of loosely connected sentences on topics of personal interest and social needs. They write primarily in present time. At this level, writers use basic vocabulary and structures to express meaning.

Intermediate Low

Writers at the Intermediate Low sublevel are able to meet some limited practical writing needs. They can create statements and formulate questions based on familiar material. Most writing consists of short, simple sentences that recombine learned vocabulary and structures using basic word order, present tense, and conversational style. Topics are tied to highly predictable content areas and personal information. Vocabulary is adequate to express elementary needs. There may be basic errors in grammar, word choice, punctuation, spelling, and the formation and use of non-alphabetic symbols.

Intermediate Mid

Writers at the Intermediate Mid sublevel are able to meet a number of practical writing needs. They can write short, simple communications, compositions, and requests for information in loosely connected texts about personal preferences, daily routines, common events, and other personal topics. Their writing demonstrates control of basic sentence structures and verb forms. It is usually framed in present time but may contain references to other time frames. The writing style at this sublevel resembles oral discourse; it consists of discrete sentences that are loosely strung together with little evidence of deliberate organization.

Intermediate High

Writers at the Intermediate High sublevel are able to meet all practical writing needs of the Intermediate level, including routine transactional tasks and social situations that require an exchange of basic information related to work, school, recreation, individual interests, and areas of competence. The breadth of their vocabulary and language control is sufficient to ensure successful communication. Additionally, these writers can demonstrate an Advanced-level ability to write paragraph-length compositions and simple summaries related to work and/or school experiences but cannot do this all of the time. They can narrate and describe in different time frames when writing about everyday events and situations, but their writing exhibits some challenges in structure or vocabulary use when they do so.

Correlations with Performance

Table 4 outlines the parameters of performance for Intermediate-level writing in Interpersonal and Presentational modes of communication.

Table 4. Modes of Communication and Parameters of Performance in Writing—Intermediate Level

Overall Description		
Communicates information and expresses own thoughts about familiar topics using sentences and series of sentences. Handles brief written social interactions in everyday situations by asking and answering a variety of questions. Can communicate about self, others, and everyday life.		
Parameters of Performance	**Interpersonal Mode**	**Presentational Mode**
Functions	Can manage transactional and survival situations and express personal information and preferences in writing. Consistently able to initiate, maintain, and end written interactions to satisfy basic needs and handle simple transactions. May show emerging evidence of ability to communicate on general interest and school- or work-related topics.	Can express own thoughts and provide information and personal preferences on familiar topics by creating with language, primarily in present time. May show emerging evidence of ability to tell or retell a story and provide additional description.
Contexts and Content	Can create written messages in contexts and on topics relevant to self, others, and the immediate environment.	
Discourse Type	Can produce discrete sentences and sentence strings. Can use some connectors to show sentence relationships.	Can write in sentences and sentence strings. Can demonstrate some ability to use sentence connectors to create longer discourse when using rehearsed language.
Comprehension and Comprehensibility		
Language Control	Can produce straightforward language that relies mainly on simple, familiar structures. Can ask and answer a variety of questions. Control of language structures, spelling, and writing system is sufficient to ensure clarity in most situations.	Can use straightforward language that relies mainly on simple, familiar structures. Control of language structures, spelling, and writing system is sufficient to ensure clarity in most situations.
Vocabulary	Can produce high-frequency vocabulary on a variety of everyday topics, topics of personal interest, and topics that are familiar or have been studied.	
Communication Strategies	Can ask questions to initiate and sustain two-way written exchanges. Can use some of the following strategies some of the time to maintain communication: • Asking questions • Asking for clarification • Self-correcting or restating when not understood • Using known language to compensate for unknown vocabulary (circumlocution)	Can use some or all of the following strategies to communicate and maintain audience interest: • Simplifying • Using graphics or images • Using known language to compensate for unknown vocabulary (circumlocution) • Self-correcting or restating • Using reference resources
(Socio)Cultural Awareness	Can use some socioculturally appropriate vocabulary and expressions when participating in everyday interactions. Recognizes that differences exist in cultural behaviors and perspectives and can conform in familiar situations.	Can use some socioculturally appropriate vocabulary and expressions. Can demonstrate some knowledge of cultural differences related to written communication.

Table adapted from ACTFL Performance Descriptors for Language Learners (2012)

The Advanced Level

Writers at the Advanced level are characterized by the ability to write routine informal and some formal correspondence, as well as narratives, descriptions, and factual summaries. They can narrate and describe in the major time frames of past, present, and future, using paraphrasing and elaboration to provide clarity. Writers at this level produce connected discourse of paragraph length and structure. At this level, writers show good control of the most frequently used structures and generic vocabulary.

Advanced Low

Writers at the Advanced Low sublevel are able to meet basic work and/or academic writing needs. They are able to narrate and describe in major time frames with some control of aspect, and to compose simple summaries on familiar topics. At the Advanced Low sublevel, writers are able to combine and link sentences into texts of paragraph length and structure. They demonstrate the ability to use a limited number of cohesive devices, and may resort to some redundancy and repetition. They rely on patterns of oral discourse and the writing style(s) of other languages that they know.

Advanced Mid

Writers at the Advanced Mid sublevel are able to meet a range of work and/or academic writing needs. They are able to narrate and describe with detail in all major time frames with good control of aspect, and to write straightforward summaries on topics of general interest. Their writing uses a variety of cohesive devices in texts up to several paragraphs in length, and exhibits good control of frequently used syntactic structures and a range of general vocabulary. Thoughts are usually expressed clearly and supported by some elaboration. Writers at the Advanced Mid sublevel may combine organizational features from different languages, and their writing may at times resemble oral discourse.

Advanced High

Writers at the Advanced High sublevel are able to write about a variety of topics with precision, detail, and ease of expression. They can handle informal and formal correspondence according to appropriate conventions and can write factual summaries and reports. They can also write extensively about topics relating to particular interests and special areas of competence, although their writing tends to emphasize the concrete aspects of such topics. At the Advanced High sublevel, writers can narrate and describe in the major time frames with solid control of aspect. They have good control of a range of grammatical structures and a fairly wide range of general vocabulary. In addition, they are able to handle writing tasks associated with the Superior level, such as developing arguments and constructing hypotheses, but are not able to do this all of the time.

Correlations with Performance

Table 5 outlines the parameters of performance for Advanced-level writing in Interpersonal and Presentational modes of communication.

Table 5. Modes of Communication and Parameters of Performance in Writing—Advanced Level

Overall Description		
Communicates information, expresses self, and shares point of view with detail and organization on familiar and some new concrete topics. Can create cohesive paragraph-length written material.		
Parameters of Performance	**Interpersonal Mode**	**Presentational Mode**
Functions	Can communicate with ease and confidence by producing narrations and descriptions in all major time frames. Can deal efficiently with a situation with an unexpected turn of events. May show emerging evidence of ability to participate in written interactions about issues beyond the concrete.	Can produce narrations and descriptions in all major time frames on familiar and some unfamiliar topics. May show emerging evidence of the ability to provide a well-supported argument, including detailed evidence in support of a point of view.
Contexts and Content	Can function fully and effectively in personal and general contexts. Content areas include topics of personal and general interest (community, national, and international events) as well as work-related topics and areas of special competence.	Can create messages fully and effectively in personal and general contexts. Content areas include topics of personal and general interest (community, national, and international events) as well as work-related topics and areas of special competence.
Discourse Type	Can produce full paragraphs that are organized, cohesive, and detailed.	
Comprehension and Comprehensibility		
Language Control	Can control basic high-frequency structures consistently to facilitate written production. Can interact efficiently and effectively in writing with a variety of communication partners.	Can control high-frequency structures consistently to facilitate clear, organized communication of ideas. Can present material effectively in writing to a variety of audiences.
Vocabulary	Produces a broad range of vocabulary related to topics of personal, public, and community interest, and some specific vocabulary related to areas of study or expertise.	
Communication Strategies	Can use a range of strategies to maintain communication, including the following: • Requesting clarification in writing • Rephrasing written material • Using known language to compensate for unknown vocabulary (circumlocution) • Demonstrating conscious efforts at self-editing and correction	Can use a range of strategies to communicate and maintain audience interest, including the following: • Demonstrating conscious efforts at self-editing and correction • Elaborating and clarifying • Providing examples, synonyms, or antonyms • Using cohesion, chronology, and details to explain or narrate fully
(Socio)Cultural Awareness	Can use sociocultural knowledge to conform linguistically and behaviorally in many social and work-related interactions. Demonstrates conscious awareness of significant cultural differences and attempts to adjust accordingly.	Can apply sociocultural knowledge appropriate to the presentational context and reflective of established cultural practices and perspectives.

Table adapted from ACTFL Performance Descriptors for Language Learners (2012).

The Superior Level

Writers at the Superior level are able to produce most kinds of formal and informal correspondence, as well as summaries, reports, and other extended texts on a variety of social, academic, and professional topics. Their treatment of issues moves beyond the concrete to the abstract. At the Superior level, writers can explain complex matters and can present and support opinions by developing cogent arguments and hypotheses. They organize and prioritize ideas to convey to the reader what is significant, and their writing is enhanced by the effective use of structure, lexicon, and writing protocols. The relationships among ideas are consistently clear, due to the use of organizational and developmental principles such as cause and effect, comparison, and chronology.

Writers at the Superior level demonstrate a high degree of control of grammar and syntax, of both general and specialized/professional vocabulary, of spelling or symbol production, of cohesive devices, and of punctuation. Their vocabulary is precise and varied. Writers at this level direct their writing to their audiences; their writing fluency eases the reader's task.

The Distinguished Level

Writers at the Distinguished level can carry out formal writing tasks such as official correspondence, position papers, and journal articles. They can write analytically on professional, academic and societal issues. In addition, at the Distinguished level, writers are able to address world issues in a highly conceptualized fashion. These writers can use persuasive and hypothetical discourse to advocate a position that is not necessarily their own. They are also able to communicate subtlety and nuance. Distinguished-level writing is sophisticated and is directed to sophisticated readers. Writers at this level write to their audience; they tailor their language to their readers.

Writers at the Distinguished level demonstrate control of complex lexical, grammatical, syntactic, and stylistic features of the language. Discourse structure and punctuation are used strategically, not only to organize meaning but also to enhance it, and conventions are generally appropriate to the text modality and the culture. Distinguished-level writing is dense and complex, but is characterized by an economy of expression. The writing is skillfully crafted and is organized in a way that reflects the cultural thought patterns of the readers. At the Distinguished level, length is not a determining factor. Writers at this level tailor their writing, including its format and length, to match the writing purpose.

ACTFL PROFICIENCY GUIDELINES 2024 – LISTENING

Overview

The ACTFL Proficiency Guidelines for Listening (the Guidelines) describe an individual's ability to use listening skills and strategies to accomplish communication objectives. Listening is an actively interpretive skill in which individuals comprehend on the basis of the amount and type of information they can retrieve from what they hear and the inferences and connections that they can make. The Guidelines recognize the active nature of listening by describing the tasks that listeners can accomplish with different types of aural texts and under different circumstances. They do not describe how listening skills develop, how one learn[1] to listen, or the actual cognitive processes involved. Rather, they describe what listeners understand from what they hear and how their listening skills enable them to understand it.

An individual's level of proficiency in listening is defined by four criteria, represented by the acronym **FACT**:

- **F**unctions and tasks: The types of listening activities that the individual can carry out, such as recognizing spoken words and phrases, following oral instructions, or interacting with professional colleagues in a meeting.
- **A**ccuracy: The degree to which the individual can use linguistic features (including grammar and syntax, vocabulary, stress and intonation, discourse structure, sociocultural knowledge, and more) to process aural messages.
- **C**ontext and content: The situations or circumstances in which the individual can achieve listening goals, and the topic areas that the individual is able to handle.
- **T**ext type: The length and complexity of aural text that the individual can understand and process, ranging from words and phrases to sentences, paragraphs, and multi-paragraph discourse.

The listening proficiency levels are primarily differentiated by the functions and tasks (**F**) that an individual at each level can carry out consistently. With effort and exposure to the language over time, an individual develops the degree of accuracy (**A**) and control of context and content (**C**) and text type (**T**) that are required to accomplish increasingly complex functions and tasks. In order to receive a rating for listening at a given proficiency level, an individual must demonstrate sustained ability to meet each of the FACT criteria for that level in all of the communication situations that pertain to that level, including situations that the individual has not encountered previously.

The Major Levels and the Sublevels

The Guidelines for Listening characterize the development of listening proficiency as a continuum with five major levels: Novice, Intermediate, Advanced, Superior, and Distinguished. Each level represents a range of ability (what an individual can do when listening) that includes all of the abilities that

[1] Learning, in this document, refers to the overall process of gaining an additional language, not to learning as used as a construct in a dichotomy of learning or acquiring language.

characterize the prior levels. The descriptors for each level outline what the individual is able to do consistently whenever using the language, regardless of context, topic, or previous experience with the situation.

At each major level, the Guidelines provide a summary description of the criteria for listening proficiency at that level, including functions and task types (**F**), application of linguistic, sociocultural, and strategic knowledge (**A**), relevant situations and topic areas (**C**), and discourse types (**T**). Each description leads with functions and tasks because functions are the main feature that distinguishes the major levels from one another.

At the Novice, Intermediate, and Advanced levels, short written descriptions of Low, Mid, and High sublevels are also included.

- **Low**: Baseline performance at the level. Individuals at this sublevel have consistent ability to meet the criteria for the level in all level-relevant communication situations. They may demonstrate some hesitation in doing so, but they are able to sustain communication with regard to all of the criteria. They demonstrate little ability to carry out communication functions that typify the next-higher major level.
- **Mid**: Solid performance at the level. Individuals at this sublevel demonstrate skill in carrying out the functions of the major level in all level-relevant communication situations. They may also exhibit partial ability to carry out communication tasks that typify the next-higher major level.
- **High**: Performance with quality and quantity at the level. Individuals at this sublevel communicate with ease and confidence when performing the functions of the level. They are capable of functioning much of the time at the next higher major level, but they are unable to sustain language at that level without evidence of difficulty.

The sublevels facilitate understanding of the nature of each major level as representing a range of proficiency. They indicate how well the individual meets the criteria for the major level, and also how close the individual's proficiency is to sustaining the criteria for the next major level. The subdivision thus reflects the fact that over time and with practice an individual's proficiency takes on the characteristics of the next higher level. In formal educational situations, reference to the sublevels helps learners and teachers set realistic expectations, see evidence of progress, and recognize the complex nature of language learning.

Correlations with Performance

At the Novice, Intermediate, and Advanced levels, the Guidelines for Listening also provide tables with the characteristics of performance at the relevant level as outlined in the *ACTFL Performance Descriptors for Language Learners*. The performance descriptor tables use the label *parameters for performance*[2] for the aspects of language use that an individual can demonstrate. For listening, the performance descriptors are organized in terms of the Interpersonal and Interpretive modes of communication, as defined in Table 1.

[2] The *ACTFL Performance Descriptors for Language Learners* also use the term "domain" for the parameters. This term has been omitted here to avoid potential confusion with its use as an overarching label for listening, speaking, reading, and writing in other contexts. See the Overview of the ACTFL Proficiency Guidelines 2024 for information on the relationship between the FACT criteria and the parameters for performance.

Table 1. Modes of Communication Relevant to Listening Proficiency

	Interpersonal	Interpretive
Definition	Two-way or multiple-way communication that allows for active negotiation of meaning among individuals.	One-way communication with no direct opportunity for active negotiation of meaning with the speaker, signer, or producer.
Participant role(s)	Monitor other participant(s) to see how meanings and intentions are being communicated and identify appropriate responses and needs for clarification.	Interpret what the speaker, signer, or producer wants the receiver of the message to understand.
Skill areas and examples	Listening or observing signing in interactional situations (social conversation; group work in academic or professional contexts; debate).	Listening (live and in person, live broadcast, recorded); viewing (signing, videos, films).

Table adapted from ACTFL Performance Descriptors for Language Learners (2012), page 7.

The inclusion of the performance descriptor tables at the Novice, Intermediate, and Advanced levels is intended to facilitate understanding of the relationship between proficiency and performance for instructors and learners in formal educational settings where the Performance Descriptors are used to set learning goals and measure progress.

- ***Proficiency***: Ability to engage in communication tasks in all situations relevant to the level, including those that have not been encountered previously.
- ***Performance***: Ability to engage in communication tasks that are relevant to the level and have been presented and rehearsed in instruction or in another structured context.

The *ACTFL Performance Descriptors for Language Learners* parallel the FACT criteria for proficiency as shown in Table 2.

Table 2. Correlation of Proficiency Criteria with Parameters of Performance

FACT Criterion (Proficiency)	Parameter (Performance)
Functions	Functions
Context and Content	Contexts and Content
Text Type	Discourse Type
Accuracy (one single criterion)	Comprehension and Comprehensibility (4 sub-parameters) • *Language Control* • *Vocabulary* • *Communication Strategies* • *Cultural Awareness*

The Guidelines for Listening do not include performance descriptor tables for the Superior and Distinguished levels because the *ACTFL Performance Descriptors for Language Learners* do not include descriptors for these levels. At the Superior and Distinguished levels, an individual's abilities with regard to tasks and functions, context and content, and text type have broadened and deepened sufficiently that prior learning and rehearsal (as in performance) as opposed to language use in situations that have not been encountered previously is no longer a meaningful distinction.

The Novice Level

At the Novice level, individuals can recognize key words, true aural cognates, and formulaic expressions that are highly contextualized and highly predictable, such as those found in introductions and greetings. They can understand words and phrases from simple questions, statements, and high-frequency commands that they have learned and rehearsed. They typically require repetition, rephrasing, and/or a slowed rate of speech for comprehension, and they have difficulty distinguishing sounds and tones (in tonal languages) that are not already familiar to them from another language.

These individuals are most accurate when they are able to anticipate what they will hear; that is, they tend to recognize rather than truly comprehend. They rely heavily on factors other than the message itself, such as gestures, visual supports, and familiarity with the situation or context, as well as the speaker's use of redundancy, restatement, and paraphrasing, to facilitate listening comprehension.

Novice Low

At the Novice Low sublevel, individuals are able occasionally to recognize isolated words or very high-frequency phrases when those are strongly supported by context, gestures and visuals, and other aids. These individuals demonstrate almost no comprehension of any kind of spoken message, not even within the most basic personal and social context.

Novice Mid

At the Novice Mid sublevel, individuals can recognize and begin to understand a number of high-frequency, highly contextualized words and phrases, including aural cognates, borrowed words, and loanwords. Typically, they understand little more than one phrase at a time, and they may need repetition.

Novice High

At the Novice High sublevel, individuals can understand highly standardized messages, phrases, or brief instructions on areas of practical need if the vocabulary has been learned and rehearsed. They are often, but not always, able to demonstrate Intermediate-level listening skills. For example, listeners at this level can understand sentence-length speech, one utterance at a time, in basic personal and social contexts where there is contextual or extralinguistic support, though their comprehension may be uneven.

Correlations with Performance

Table 3 outlines the parameters of performance for Novice-level listening in Interpersonal and Interpretive modes of communication.

Table 3. Modes of Communication and Parameters of Performance in Listening—Novice Level

Overall Description		
Understands words, phrases, and formulaic language that have been learned and rehearsed. Can derive meaning of the main idea from simple, highly-predictable oral messages, with strong visual or other contextual support.		
Parameters of Performance	**Interpersonal Mode**	**Interpretive Mode**
Functions	Can recognize highly predictable language and formulaic questions that have been learned and rehearsed. May show emerging evidence of ability to comprehend in simple conversations.	Can derive meaning by recognizing key words and formulaic phrases that are highly contextualized and have been rehearsed. May show emerging evidence of ability to understand simple messages based on background and prior knowledge.
Contexts and Content	Can comprehend in some personally relevant contexts on topics that relate to basic biographical information.	Can comprehend topics within highly predictable, familiar contexts (those related to personal background, prior knowledge, or personal experiences).
Discourse Type	Can understand words, phrases, formulaic expressions, and an occasional simple sentence that has been learned and rehearsed.	
Comprehension and Comprehensibility		
Language Control	Can usually comprehend highly practiced basic messages when supported by visual or contextual clues, redundancy, or restatement, and when the message contains familiar structures.	Primarily relies on vocabulary to derive meaning from aural messages. Has great difficulty distinguishing sounds and tones (in tonal languages) that differ from those of other known languages. May derive meaning by recognizing structural patterns that have been practiced in familiar contexts.
Vocabulary	Can understand a number of high frequency words, highly practiced expressions, and formulaic questions.	Can comprehend highly predictable vocabulary, a limited number of words related to familiar topics, and formulaic expressions.
Communication Strategies	Can use some or all of the following strategies to maintain communication: • Imitating modeled words • Using facial expressions and gestures • Repeating words • Using another language Asking for repetition	Can use some or all of the following strategies to obtain meaning: • Relying on visual support and background knowledge • Predicting meaning based on context, prior knowledge, and/or experience • Relying on recognition of cognates, loanwords, and borrowed words May also recognize word family roots, prefixes, and suffixes
(Socio)Cultural Awareness	Can understand culturally appropriate gestures and formulaic expressions in highly practiced applications. Can recognize opportunities for own turn (turn-taking conventions) only in highly practiced formulaic communication. May show awareness of the most obvious cultural differences, but may miss cues indicating miscommunication or inappropriateness.	Uses own culture to derive meaning from material that is heard or viewed. Has limited ability to distinguish between formal and informal forms except in rehearsed constructions.

Table adapted from ACTFL Performance Descriptors for Language Learners (2012).

The Intermediate Level

At the Intermediate level, individuals can understand speech that conveys basic information on highly familiar or everyday topics such as meals, time, directions, simple transactions, and personal information. This speech is simple, minimally connected, and contains high-frequency vocabulary. Individuals at this level are generally able to comprehend one utterance at a time while engaged in face-to-face conversations or in routine listening tasks such as understanding highly contextualized messages, straightforward announcements, and simple instructions and directions. They may be able to distinguish some sounds and tones (in tonal languages) that differ from those characteristic of languages they already know, and to recognize levels of formality in simple phrases and expressions.

Individuals at the Intermediate level are most accurate in their comprehension when obtaining meaning from simple, straightforward speech. They require a controlled listening environment where they hear what they may expect to hear. They rely on redundancy, restatement, paraphrasing, and contextual clues, and use factors other than the oral message itself, such as gestures, visual supports, and familiarity with the situation or context, to facilitate listening comprehension.

Intermediate Low

At the Intermediate Low sublevel, individuals are able to understand some information from sentence-length speech, one utterance at a time, in basic personal and social contexts, though comprehension is often uneven. At the Intermediate Low sublevel, individuals show little or no comprehension of oral texts typically understood by listeners at the Advanced level.

Intermediate Mid

At the Intermediate Mid sublevel, individuals are able to understand simple, sentence-length speech, one utterance at a time, in a variety of basic personal and social contexts. Comprehension is most often accurate with highly familiar and predictable topics, although a few misunderstandings may occur. Individuals at this level may derive some meaning from oral messages typically understood by listeners at the Advanced level.

Intermediate High

At the Intermediate High sublevel, individuals are able to understand, with ease and confidence, simple sentence-length speech in basic personal and social contexts. They can derive substantial meaning from some connected passages typically understood by listeners at the Advanced level. However, there often will be gaps in understanding due to limited knowledge of the vocabulary and structures of the spoken language.

Correlations with Performance

Table 4 outlines the parameters of performance for Intermediate-level listening in Interpersonal and Interpretive modes of communication.

Table 4. Modes of Communication and Parameters of Performance in Listening—Intermediate Level

Overall Description		
Understands main ideas and some supporting details on familiar topics from a variety of straightforward oral message types.		
Parameters of Performance	**Interpersonal Mode**	**Interpretive Mode**
Functions	Can comprehend sufficiently to manage familiar survival and transactional situations and respond to requests for personal information and preferences. Consistently able to maintain a conversation to satisfy basic needs or handle a simple transaction. May show emerging evidence of the ability to comprehend oral messages about more than the "here and now."	Can follow oral input related to familiar, routine tasks such as understanding announcements, instructions, directions, and other highly contextualized messages. Can comprehend simple stories and short descriptive messages within familiar contexts. May show emerging evidence of the ability to identify key details from the spoken text.
Contexts and Content	Can comprehend messages related to basic personal and social needs and relevant to the immediate environment, such as self, others, and the immediate environment. Can comprehend main ideas and identify some supporting details.	
Discourse Type	Able to understand discrete sentences and some short paragraph-length messages. Can understand some connectors that show sentence relationships.	Comprehends information-rich spoken texts that have highly predictable order.
Comprehension and Comprehensibility		
Language Control	Can understand straightforward language that contains mostly familiar structures, and a variety of questions. Can recognize language structures and articulation/stress/ intonation patterns.	Has sufficient control of the structures and conventions of oral language to understand short, non-complex messages on familiar topics.
Vocabulary	Can understand high-frequency vocabulary and idiomatic expressions related to everyday topics, topics of personal interest, and topics that are familiar or have been studied.	
Communication Strategies	Can recognize when clarification is needed or miscommunication occurs. May use some or all of the following strategies: • Using visual support and background knowledge • Predicting meaning based on context, prior knowledge, and/or experience • Using context clues • Recognizing word family roots, prefixes, and suffixes • Making comparisons with other known languages	
(Socio)Cultural Awareness	Can recognize some culturally appropriate vocabulary, expressions, and gestures when participating in everyday interactions. Can identify the application of turn-taking conventions in conversation. Recognizes that differences exist in cultural behaviors and perspectives and can conform in familiar situations.	Generally relies heavily on knowledge of familiar cultural norms and expectations, with increasing knowledge of the relevant culture(s) to interpret texts that are heard or viewed. Able to distinguish levels of formality only in simple phrases and expressions. Cannot easily understand mood, feeling, or emotion conveyed in speech.

Table adapted from ACTFL Performance Descriptors for Language Learners (2012).

The Advanced Level

At the Advanced level, individuals can understand the main ideas and most supporting details in connected discourse on a variety of general interest topics, such as news stories, explanations, instructions, anecdotes, and travelogue descriptions. They can understand connected speech that is lexically and structurally uncomplicated and is organized in a clear and predictable way. Listeners at this level have sufficient knowledge of language structure to understand basic time-frame references. Their understanding is often limited to concrete, conventional discourse, although they may also derive some meaning from oral texts that are more abstract in nature if they possess significant familiarity with the topic or context.

Individuals at the Advanced level usually understand standard pronunciation, but not the implications of stress, intonation, and tone (in tonal languages). They understand basic social norms and etiquette, can recognize formal and informal forms of speech, and sometimes understand references to major historical or cultural events. These individuals demonstrate some understanding of frequently used rhetorical devices, such as repetition and exaggeration, and they may be able to recognize some mood, feeling, emotion, or position in speech. They are able to compensate for limitations in their lexical and structural control of the language by using background knowledge and contextual clues.

Advanced Low

At the Advanced Low sublevel, individuals are able to understand short conventional narrative and descriptive oral texts with a clear underlying structure, though their comprehension may be uneven. The individual understands the main facts and some supporting details. Comprehension derives primarily from an increasing overall facility with the language, though it is still supported by situational and subject-matter knowledge.

Advanced Mid

At the Advanced Mid sublevel, individuals are able to understand conventional narrative and descriptive discourse in familiar patterns, such as expanded descriptions of persons, places, and things, and narrations about past, present, and future events. Individuals understand the main facts and many supporting details. Comprehension derives not only from situational and subject-matter knowledge, but also from an increasing overall facility with the language itself.

Advanced High

At the Advanced High sublevel, individuals are able to understand, with ease and confidence, conventional narrative and descriptive texts of any length, as well as complex factual material such as summaries or reports. At this sublevel individuals are able to comprehend the facts presented in oral discourse and are often able to recognize speaker-intended inferences that would be understood by listeners at the Superior level. However, there are likely to be gaps in their comprehension of complex discourse on abstract topics. Listeners at the Advanced High sublevel are typically able to follow some of the essential points of more complex or argumentative speech in areas of special interest or knowledge. In addition, they are able to derive some meaning from oral messages that deal with unfamiliar topics or situations. However, they are not able to demonstrate these Superior-level listening skills consistently.

Correlations with Performance

Table 5 outlines the parameters of performance for Advanced-level listening in Interpersonal and Interpretive modes of communication.

Table 5. Modes of Communication and Parameters of Performance in Listening—Advanced Level

Overall Description		
Understands main ideas and supporting details on familiar and some new, concrete topics from a variety of more complex texts that have a clear, organized structure.		
Parameters of Performance	**Interpersonal Mode**	**Interpretive Mode**
Functions	Can comprehend the main idea and supporting details of narrative, descriptive, and straightforward persuasive oral discourse in all major time frames. Can follow when narration or conversation includes an unexpected turn of events. May show emerging evidence of the ability to participate in discussions about issues beyond the concrete.	
Contexts and Content	Can derive meaning effectively from oral messages heard in personal, work-related, and general contexts. Can comprehend oral messages pertaining to concrete, practical topics that are relevant to personal, social, work-related, community, national, and international contexts.	
Discourse Type	Can understand discourse in full oral paragraphs that are organized, cohesive, and detailed, such as anecdotes, descriptions, oral news stories, oral presentations, and other oral texts dealing with topics of a concrete nature.	
Comprehension and Comprehensibility		
Language Control	Can interact efficiently and effectively with a variety of communication partners. Understands most language spoken in standard dialect and at normal speed; has difficulty understanding rapid spoken language and non-standard accents/dialects.	Can fully understand complex and descriptive discourse with connected language and cohesive devices. Can derive meaning by: • Understanding sequencing, time frames, and chronology • Classifying words or concepts according to word order or grammatical use Understands most language spoken in standard dialect and at normal speed; has difficulty understanding rapid spoken language and non-standard accents/dialects.
Vocabulary	Can comprehend a broad range of vocabulary related to school, employment, topics of personal interest, current events, and matters of public and community interest.	Can comprehend generic and some specific vocabulary and structures, specialized and precise vocabulary on topics related to experience, and many common idiomatic expressions.
Communication Strategies	Can use a range of strategies to maintain communication. Able to • Request clarification • Repeat, restate, and rephrase • Use known language to compensate for missing vocabulary (circumlocution)	Can adapt strategies for own purposes. Can use some or all of the following strategies: • Draw on visual support and background knowledge • Predict meaning based on context, prior knowledge, and/or experience • Use context clues • Identify the organizing principle of the discourse • Differentiate main ideas from supporting details • Make inferences using context and linguistic features

(Socio)Cultural Awareness	Can use cultural knowledge to recognize linguistic and behavioral conventions in many social and work-related interactions. Can demonstrate conscious awareness of significant cultural differences and attempt to adjust accordingly.	Can use knowledge of cultural conventions to interpret discourse that is heard or viewed.

Table adapted from ACTFL Performance Descriptors for Language Learners (2012).

The Superior Level

At the Superior level, individuals are able to follow reasoned oral argumentation expressed through supported opinion, conjecture, and hypothesis. They can process oral communication that deals with abstract concepts, contains cultural references, and uses specialized vocabulary and complex grammatical structures. These individuals can understand formal and informal spoken language on general social and professional topics, and can comprehend linguistically complex extended discourse such as that found in academic and professional settings, lectures, speeches, and briefings.

Individuals at the Superior level are able to follow cohesive discourse with clear relationships of ideas given in a standard dialect, as found in genres such as speeches, lectures, and briefings. Their ability to comprehend oral texts on less familiar topics comes from a command of the language that is supported by a broad vocabulary, an understanding of more complex structures, and linguistic and intercultural experience. They understand commonly used rhetorical devices such as simile and metaphor, and at times they can understand not only what is said, but what is left unsaid; that is, they can make inferences.

Listeners at the Superior level understand widely used idiomatic expressions and cultural references. They also understand the cultural norms and expectations that commonly apply in routine and professional speech, as well as the use of formal and informal forms of speech and the other social conventions that apply in various settings. They generally understand the mood, feeling, emotion, or stance expressed in oral communication, including emotional overtones such as the use of irony, sarcasm, or humor.

The Distinguished Level

At the Distinguished level, individuals are able to recognize oral language used for purposes of negotiation, persuasion, advising, and representation of another person or position, and they can understand a wide variety of forms, styles, and registers of speech on highly specialized topics in language that is tailored to different audiences. They comprehend speech that can be highly abstract, highly technical, or both, as well as speech that contains very precise, often low-frequency vocabulary and complex rhetorical structures. Individuals at this level can understand the language of classical theater, art films, professional symposia, academic debates, public policy statements, literary readings, and most jokes and puns. This includes complex speech characterized by intentional shifts of topic and tone and many rhetorical devices used for effect or emphasis.

Individuals at the Distinguished level understand the implications of spoken texts in the broader cultural, political, or social contexts of the intended audience. They are able to comprehend implicit information, tone, and point of view, can follow highly persuasive arguments, and can appreciate a speaker's use of nuance and subtlety. They are able to understand unpredictable turns of thought related to sophisticated topics. In addition, their listening ability is enhanced by a broad and deep understanding of cultural references and allusions.

At this level, listeners comprehend oral discourse that is lengthy and dense, structurally complex, rich in cultural reference, idiomatic, and colloquial. They can understand many complex structures, including complex embedding. They have an extensive understanding of vocabulary, including many low frequency words and phrases and many cultural references, and they understand a number of variations in pronunciation patterns, stress, intonation, and tone (in tonal languages). They usually understand the subtleties and nuances of mood, feeling, emotion, or stance, including emotional overtones, such as the use of irony, sarcasm, or humor. Listeners at the Distinguished level are able to appreciate the richness of the spoken language.

ACTFL PROFICIENCY GUIDELINES 2024 – READING

Overview

The ACTFL Proficiency Guidelines for Reading (the Guidelines) describe an individual's ability to use reading skills and strategies to accomplish communication objectives. Reading is an actively interpretive skill in which individuals comprehend on the basis of the amount and type of information they can retrieve from what they read and the inferences and connections that they can make. The Guidelines recognize the active nature of reading by describing the tasks that readers can accomplish with different types of written texts and under different circumstances. They do not describe how reading skills develop, how one learns[1] to read, or the actual cognitive processes involved. Rather, they describe what readers understand from what they read and how their reading skills enable them to understand it.

An individual's level of proficiency in reading is defined by four criteria, represented by the acronym **FACT**:

- **F**unctions and tasks: The types of reading activities that the individual can carry out, such as recognizing words and phrases, following written instructions, or interacting with professional colleagues in an online discussion forum.
- **A**ccuracy: The degree to which the individual can use linguistic features (including grammar and syntax, vocabulary, conventions of print such as punctuation and font differences, discourse structure, sociocultural knowledge, and more) to process written messages.
- **C**ontext and content: The situations or circumstances in which the individual can achieve reading goals, and the topic areas that the individual is able to handle.
- **T**ext type: The length and complexity of written text that the individual can understand and process, ranging from words and phrases to sentences, paragraphs, and multi-paragraph discourse.

The reading proficiency levels are primarily differentiated by the functions and tasks (**F**) that an individual at each level can carry out consistently. With effort and exposure to the language over time, an individual develops the degree of accuracy (**A**) and control of context and content (**C**) and text type (**T**) that are required to accomplish increasingly complex functions and tasks. In order to receive a rating for reading at a given proficiency level, an individual must demonstrate sustained ability to meet each of the FACT criteria for that level in all of the communication situations that pertain to that level, including situations that the individual has not encountered previously.

The Major Levels and the Sublevels

The ACTFL Proficiency Guidelines characterize the development of reading proficiency as a continuum with five major levels: Novice, Intermediate, Advanced, Superior, and Distinguished. Each level represents a range of ability (what an individual can do when reading) that includes all of the abilities that characterize the prior levels. The descriptors for each level outline what the individual is able to do

[1] Learning, in this document, refers to the overall process of gaining an additional language, not to learning as used as a construct in a dichotomy of learning or acquiring language.

consistently whenever using the language, regardless of context, topic, or previous experience with the situation.

At each major level, the Guidelines provide a summary description of the criteria for reading proficiency at that level, including functions and task types (**F**), application of linguistic, sociocultural, and strategic knowledge (**A**), relevant situations and topic areas (**C**), and discourse types (**T**). Each description leads with functions and tasks because these are the main features that distinguish the major levels from one another.

At the Novice, Intermediate, and Advanced levels, short written descriptions of Low, Mid, and High sublevels are also included.

- **Low**: Baseline performance at the level. Individuals at this sublevel have consistent ability to meet the criteria for the level in all level-relevant communication situations. They may demonstrate some hesitation in doing so, but they are able to sustain communication with regard to all of the criteria. They demonstrate little ability to carry out communication functions that typify the next-higher major level.
- **Mid**: Solid performance at the level. Individuals at this sublevel demonstrate skill in carrying out the functions of the major level in all level-relevant communication situations. They may also exhibit partial ability to carry out communication tasks that typify the next-higher major level.
- **High**: Performance with quality and quantity at the level. Individuals at this sublevel communicate with ease and confidence when performing the functions of the level. They are capable of functioning much of the time at the next higher major level, but they are unable to sustain language at that level without evidence of difficulty.

The sublevels facilitate understanding of the nature of each major level as representing a range of proficiency. They indicate how well the individual meets the criteria for the major level, and also how close the individual's proficiency is to sustaining the criteria for the next major level. The subdivision thus reflects the fact that over time and with practice an individual's proficiency takes on the characteristics of the next higher level. In formal educational situations, reference to the sublevels helps learners and teachers set realistic expectations, see evidence of progress, and recognize the complex nature of language learning.

Correlations with Performance

At the Novice, Intermediate, and Advanced levels, the Guidelines for Reading also provide tables with the characteristics of performance at the relevant level as outlined in the *ACTFL Performance Descriptors for Language Learners*. The performance descriptor tables use the label *parameters for performance*[2] for the aspects of language use that an individual can demonstrate**.**

For reading, the performance descriptors are organized in terms of the Interpersonal and Interpretive modes of communication, as defined in Table 1.

[2] The *ACTFL Performance Descriptors for Language Learners* also use the term "domain" for the parameters. This term has been omitted here to avoid potential confusion with its use as an overarching label for listening, speaking, reading, and writing in other contexts. See the Overview of the ACTFL Proficiency Guidelines 2024 for information on the relationship between the FACT criteria and the parameters for performance.

Table 1. Modes of Communication Relevant to Reading Proficiency

	Interpersonal	Interpretive
Definition	Two-way or multiple-way communication that allows for active negotiation of meaning among individuals.	One-way communication with no direct opportunity for active negotiation of meaning with the writer or producer.
Participant role(s)	Review and monitor the texts produced by other participant(s) to see how meanings and intentions are being communicated; request and provide adjustments as needed.	Interpret what the writer or producer wants the receiver of the message to understand.
Skill areas and examples	Reading and writing (texting and instant messaging; group work in academic contexts; collaborative writing in professional contexts).	Reading (online, on presentation screen, or on paper).

Table adapted from ACTFL Performance Descriptors for Language Learners (2012), page 7.

The inclusion of the performance descriptor tables at the Novice, Intermediate, and Advanced levels is intended to facilitate understanding of the relationship between proficiency and performance for instructors and learners in formal educational settings where the Performance Descriptors are used to set learning goals and measure progress.

- ***Proficiency***: Ability to engage in communication tasks in all situations relevant to the level, including those that have not been encountered previously.
- ***Performance***: Ability to engage in communication tasks that are relevant to the level and have been presented and rehearsed in instruction or in another structured context.

The *ACTFL Performance Descriptors for Language Learners* parallel the FACT criteria for proficiency as shown in Table 2.

Table 2. Correlation of Proficiency Criteria with Parameters of Performance

FACT Criterion (Proficiency)	Parameter (Performance)
Functions	Functions
Context and Content	Contexts and Content
Text Type	Discourse Type
Accuracy (one single criterion)	Comprehension and Comprehensibility (4 sub-parameters) • *Language Control* • *Vocabulary* • *Communication Strategies* • *Cultural Awareness*

The Guidelines for Reading do not include performance descriptor tables for the Superior and Distinguished levels because the *ACTFL Performance Descriptors for Language Learners* do not include descriptors for these levels. At the Superior and Distinguished levels, an individual's abilities with regard to tasks and functions, context and content, and text type have broadened and deepened sufficiently that prior learning and rehearsal (as in performance) as opposed to language use in situations that have not been encountered previously is no longer a meaningful distinction.

The Novice Level

At the Novice level, readers can understand key words and cognates, as well as formulaic phrases that are highly contextualized. Readers at the Novice level are able to obtain a limited amount of information from highly predictable texts in which the topic or context is very familiar, such as a street sign, a store receipt, or a photo caption. Individuals at the Novice level may rely heavily on their own background knowledge and on extralinguistic support (such as photo imagery or the format of a store receipt) to derive meaning.

Readers at the Novice level are best able to understand a text when they can anticipate the information it contains. At the Novice level, recognition of key words, cognates, formulaic phrases, and familiar formats makes comprehension possible.

Novice Low

At the Novice Low sublevel, readers are beginning to learn the basics of the language and are able to recognize a limited number of letters, symbols, or characters. They are occasionally able to identify high-frequency words and/or phrases when reading is strongly supported by context.

Novice Mid

At the Novice Mid sublevel, readers are able to recognize the letters or symbols of an alphabetic or syllabic writing system or a limited number of characters in a character-based language. They can identify a number of highly contextualized words and phrases including cognates and borrowed words, but they rarely understand material that exceeds a single phrase. Rereading is often required.

Novice High

At the Novice High sublevel, readers can understand, fully and with relative ease, key words and cognates, as well as formulaic phrases across a range of highly contextualized texts. Where vocabulary has been rehearsed, they can understand predictable language and messages such as those found in text messages and on street signs. Readers at the Novice High sublevel are often able to derive meaning from short, non-complex texts that convey basic information for which there is contextual or extralinguistic support, as readers at the Intermediate level do, but they are not able to do so across all types of reading situations.

Correlations with Performance

Table 3 outlines the parameters of performance for Novice-level reading in Interpersonal and Interpretive modes of communication.

Table 3. Modes of Communication and Parameters of Performance in Reading—Novice Level

Overall Description		
Understands words, phrases, and formulaic language that have been learned and rehearsed. Can obtain the meaning of the main idea from simple, highly predictable written texts, with strong visual or other contextual support.		
Parameters of Performance	**Interpersonal Mode**	**Interpretive Mode**
Functions	Can recognize highly predictable and formulaic statements and questions that have been learned and rehearsed. May show emerging evidence of ability to comprehend in simple written exchanges such as text messages.	Comprehends meaning by recognizing key words and formulaic phrases that are highly contextualized and have been rehearsed. May show emerging evidence of ability to understand simple messages based on background and prior knowledge.
Contexts and Content	Can comprehend in some personally relevant contexts on topics that relate to basic biographical information.	Can comprehend texts with highly predictable, familiar content and contexts (those related to personal background, prior knowledge, or personal experiences).
Discourse Type	Can comprehend texts ranging in length from lists to phrases to simple sentences when the topic is familiar or the information is supported by visuals or graphic organization. Can comprehend formulaic or rehearsed written questions, such as those on personal information forms.	
Comprehension and Comprehensibility		
Language Control	Can usually comprehend highly rehearsed and basic texts when supported by visual or contextual clues, redundancy, or repetition, and when the message contains familiar structures. Reading fluency and comprehension are strongly influenced where reading involves use of a writing system that differs from those already known.	Primarily relies on vocabulary to derive meaning from written texts. May derive meaning by recognizing structural patterns that have been practiced in familiar and some new contexts. Reading fluency and comprehension are strongly influenced where reading involves use of a writing system that differs from those already known.
Vocabulary	Can understand a number of high frequency words, extensively rehearsed expressions, and formulaic questions and statements.	Can comprehend highly predictable vocabulary, a limited number of words related to familiar topics, and formulaic expressions.
Communication Strategies	Can use some or all of the following strategies to maintain communication: • Relying on visual support and background knowledge • Imitating or repeating modeled words • Using another language • Asking (in writing) for repetition or restatement	Can use some or all of the following strategies: • Relying on visual support and background knowledge • Skimming and scanning • Predicting meaning based on context, prior knowledge, and/or experience • Relying on recognition of cognates, loanwords, and borrowed words May also recognize word family roots, prefixes, and suffixes.
(Socio)Cultural Awareness	Can use culturally appropriate formulaic expressions in extensively rehearsed applications. May show awareness of the most obvious cultural differences or prohibitions, but may miss cues indicating miscommunication or inappropriateness.	Uses own culture to derive meaning from material that is read. Has limited ability to distinguish between formal and informal forms except in rehearsed constructions.

Table adapted from ACTFL Performance Descriptors for Language Learners (2012).

The Intermediate Level

At the Intermediate level, individuals can understand information conveyed in simple, predictable texts. Readers rely heavily on contextual clues. They can most easily understand information if the format of the text is familiar, such as in a weather report or a social announcement.

Readers at the Intermediate level are able to understand texts that convey basic information such as that found in announcements, notices, and online collaborative tools and forums. These texts are not complex and have a predictable pattern of presentation. The discourse is minimally connected and primarily organized in individual sentences and strings of sentences containing mostly high-frequency vocabulary.

At this level, readers are most accurate when obtaining meaning from simple, straightforward texts. They are able to understand messages found in highly familiar, everyday contexts. At this level, readers may not fully understand texts that are detailed or texts in which knowledge of language structures is essential in order to understand sequencing, time frame, and chronology.

Intermediate Low

At the Intermediate Low sublevel, readers are able to understand some information from the simplest connected texts dealing with a limited number of personal and social needs, although there may be frequent misunderstandings. Readers at this sublevel will be challenged to derive meaning from connected texts of any length.

Intermediate Mid

At the Intermediate Mid sublevel, readers are able to understand short, non-complex texts that convey simple information and deal with basic personal and social topics to which the reader brings personal interest or knowledge, although some misunderstandings may occur. Readers at this sublevel may obtain some meaning from short connected texts that feature description and narration and deal with familiar topics.

Intermediate High

At the Intermediate High sublevel, readers are able to understand, fully and with ease, short, non-complex texts that convey basic information and deal with personal and social topics to which the reader brings personal interest or knowledge. These readers are also able to understand some connected texts featuring description and narration as readers at the Advanced level do, although there will be occasional gaps in understanding due to a limited knowledge of the vocabulary, structures, and writing conventions of the language.

Correlations with Performance

Table 4 outlines the parameters of performance for Intermediate-level reading in Interpersonal and Interpretive modes of communication.

Table 4. Modes of Communication and Parameters of Performance in Reading—Intermediate Level

Overall Description		
Understands main ideas and some supporting details on familiar topics from a variety of texts. Can comprehend written sentences and sentence strings about self, others, and everyday life.		
Parameters of Performance	**Interpersonal Mode**	**Interpretive Mode**
Functions	Can comprehend well enough to manage survival and transactional situations, understand questions about personal information and preferences, and maintain text-based interactions on basic needs, simple social communications, and simple transactions. May show emerging evidence of ability to communicate on general interest and school- or work-related topics.	Can follow written input related to familiar, routine tasks such as reading announcements, instructions, directions, and other highly contextualized messages. Can comprehend simple stories, routine correspondence, short descriptive texts, and other text-based selections within familiar contexts. May show emerging evidence of the ability to identify key details from the written text.
Contexts and Content	Can derive meaning in written interactions dealing with familiar contexts and topics relevant to the self, others, and the immediate environment. Can handle short written social interactions.	Can understand main ideas and some supporting details on familiar topics from a variety of texts. Can comprehend information related to basic personal and social needs and relevant to the immediate environment, such as self and everyday life, school, community, and particular interests.
Discourse Type	Can comprehend discrete sentences and sentence strings. Can understand some connectors that show sentence relationships.	Can comprehend simple stories, routine correspondence, short descriptive texts, and other selections within familiar contexts. Generally comprehends connected sentences and some paragraph-like discourse. Can comprehend information-rich texts that have highly predictable order.
Comprehension and Comprehensibility		
Language Control	Can understand straightforward language that contains mostly familiar structures including a variety of questions. Control of language structures and writing system (orthography) is sufficient to ensure reading comprehension in many situations, though some miscommunication may occur.	Can understand fully and with ease short, non-complex written texts on familiar topics; has limited ability to understand more complex texts. May derive meaning by comparing language structures with those of other known languages or recognizing structural parallels between new and familiar languages.
Vocabulary	Can understand high-frequency vocabulary on a variety of everyday topics, topics of personal interest, and topics that are familiar or have been studied.	Can comprehend high-frequency vocabulary related to everyday topics and high-frequency idiomatic expressions.
Communication Strategies	Can recognize when clarification is needed or miscommunication occurs. May use some or all of the following strategies: • Using visual support and background knowledge • Predicting meaning based on context, prior knowledge, and/or experience • Using context clues • Recognizing word family roots, prefixes, and suffixes • Making comparisons with other known languages • For non-alphabetic languages, recognizing radicals	

(Socio)Cultural Awareness	Can recognize some culturally appropriate vocabulary and expressions when engaging in everyday interactions. Recognizes that differences exist in cultural behaviors and perspectives and can conform in familiar situations.	Can distinguish levels of formality only in simple phrases and expressions. Generally relies heavily on knowledge of familiar cultural norms and expectations to interpret written texts. Cannot easily understand mood, feeling, or emotion conveyed in writing.

Table adapted from ACTFL Performance Descriptors for Language Learners (2012).

The Advanced Level

At the Advanced level, readers can understand the main idea and supporting details of narrative and descriptive texts that have a clear and predictable structure and pertain to topics of general interest, such as news articles, blog posts, and travelogue descriptions. Comprehension is also supported by knowledge of the conventions of the language, such as noun/adjective agreement and verb placement. Readers at this level are able to compensate for limitations in their lexical and structural knowledge by using contextual clues.

Readers at the Advanced level demonstrate independence in their ability to read subject matter that is new to them. They have sufficient control of standard linguistic conventions to understand sequencing, time frames, and chronology. These individuals demonstrate some understanding of frequently used rhetorical devices, such as repetition and exaggeration, and they may be able to recognize some mood, feeling, emotion, or position in writing. When familiar with the subject matter, readers at the Advanced level are also able to derive some meaning from argumentative texts. However, they are often challenged by texts in which topics are treated abstractly.

Advanced Low

At the Advanced Low sublevel, readers are able to understand conventional narrative and descriptive texts with a clear underlying structure and mostly high-frequency vocabulary. These readers understand the main ideas and some supporting details. Comprehension may derive substantially from situational and subject-matter knowledge. Readers at this sublevel are challenged to comprehend more complex texts.

Advanced Mid

At the Advanced Mid sublevel, readers are able to understand conventional descriptions of persons, places, and things as well as narrations about past, present, and future events. These readers comprehend the main ideas and many supporting details of factual material, and their knowledge of the conventions of the written form of the language enables them to predict what they are going to read. Comprehension derives largely from knowledge of the language itself, though it is still supported by situational and subject-matter knowledge. Readers at this sublevel may derive some meaning from texts that are structurally and/or conceptually more complex.

Advanced High

At the Advanced High sublevel, readers are able to understand, fully and with ease, conventional narrative and descriptive texts of any length as well as more complex factual material. Their emerging awareness of the aesthetic properties and literary styles of the language permits them to comprehend a wide variety of texts. These readers are able to go beyond comprehension of the facts in a text and begin to recognize author-intended inferences. They can approach the Superior level in their ability to follow essential points of argumentative texts in areas of special interest or knowledge, and to understand parts of texts that deal with unfamiliar topics or situations, but they cannot fully sustain this level across all documents. Misunderstandings may occur when they are reading texts that are structurally and/or conceptually more complex.

Correlations with Performance

Table 5 outlines the parameters of performance for Advanced-level reading in Interpersonal and Interpretive modes of communication.

Table 5. Modes of Communication and Parameters of Performance in Reading—Advanced Level

Overall Description		
Understands main ideas and supporting details on familiar and some new, concrete topics from complex texts that have a clear, organized structure. Can understand paragraph-length written texts about events with detail and organization. Derives sufficient meaning to comprehend and manage situations with an unexpected complication.		
Parameters of Performance	**Interpersonal Mode**	**Interpretive Mode**
Functions	Can participate in written exchanges with ease and confidence by understanding narrations and descriptions in all major time frames. Can follow when a written narrative or descriptive exchange includes an unexpected turn of events.	Can comprehend the main idea and supporting details of narrative, descriptive, and straightforward persuasive written texts in all major time frames. Can follow when narration or description includes an unexpected turn of events.
Contexts and Content	Can function fully and effectively in personal and general contexts. Can comprehend written texts pertaining to concrete topics that are relevant to personal, social, work-related, community, national, and international contexts.	
Discourse Type	Can understand paragraph-level written text that is organized, cohesive, and detailed. Can understand details beyond the main idea.	Can comprehend paragraph-level written text such as that found in stories, straightforward literary works, personal and work-related correspondence, descriptions, and other written texts dealing with topics of a concrete nature.
Comprehension and Comprehensibility		
Language Control	Can consistently control basic high-frequency structures. Language control is sufficient to understand written communication from a variety of communication partners. Can read written material that uses standard printed or electronic writing systems.	Can control language (vocabulary, structures, language conventions) sufficiently to fully understand paragraph-length texts with connected language and cohesive devices. Can derive meaning by: • Understanding sequencing, time frames, and chronology • Classifying words or concepts according to word order or grammatical use Can read written material that uses standard printed or electronic writing systems.
Vocabulary	Can comprehend a broad range of vocabulary related to school, work, topics of personal interest, current events, and matters of public and community interest.	Can comprehend generic and some specific vocabulary, specialized and precise vocabulary on topics related to experience, and many common idiomatic expressions.
Communication Strategies	Can use some or all of the following strategies: • Draw on visual support and background knowledge • Predict meaning based on context, prior knowledge, and/or experience • Use context clues • Identify the organizing principle of the text • Differentiate main ideas from supporting details • Use known language to compensate for unknown vocabulary (circumlocution)	

(Socio)Cultural Awareness	Can understand the role of cultural considerations in many social and work-related written interactions.	Can recognize formal and informal types of writing. Can use knowledge of cultural differences, as well as increasing cultural understanding, to interpret written texts.

Table adapted from ACTFL Performance Descriptors for Language Learners (2012).

The Superior Level

At the Superior level, readers are able to understand written texts from many genres dealing with a wide range of subjects, both familiar and unfamiliar. Comprehension comes from a command of the language that is supported by a broad vocabulary, an understanding of complex structures, and knowledge of the culture. Readers at the Superior level can draw inferences from textual and extralinguistic clues.

Readers at the Superior level are able to understand lengthy texts of a professional, academic, or literary nature, including those that use abstract language and feature argumentation, supported opinion, and/or hypothesis. They comprehend texts that use precise or specialized vocabulary and complex grammatical structures, and they recognize the meanings of rhetorical devices. In addition, these readers are generally aware of the aesthetic properties of the language and its literary styles, but may not fully understand texts in which cultural references and assumptions are deeply embedded.

The Distinguished Level

At the Distinguished level, readers can understand a wide variety of written texts from many genres, including professional, technical, academic, and literary. These texts are characterized by one or more of the following: a high level of abstraction; precision or uniqueness of vocabulary; density of information; cultural reference; or complexity of structure. At this level, readers are able to comprehend implicit and inferred information, tone, and point of view, and they can follow persuasive arguments. They are able to understand unpredictable turns of thought related to sophisticated topics.

Readers at the Distinguished level are able to understand writing tailored to specific audiences as well as a number of historical, regional, and colloquial variations of the language. They understand and appreciate texts that use highly precise low-frequency vocabulary as well as complex rhetorical structures to convey subtle or highly specialized information. Such texts are typically essay length but may be excerpts from more lengthy documents.

Readers at the Distinguished level comprehend language from within the cultural framework and are able to understand a writer's use of nuance and subtlety. Although they may have some difficulty fully understanding certain nonstandard varieties, these readers are able to appreciate the richness of the written language.

ACTFL

AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES

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Performance Descriptors for Language Learners

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ACTFL

Performance Descriptors for Language Learners

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Performance Descriptors for Language Learners

Language learning is complex. Many factors impact how well language learners will acquire communication skills and how quickly they will reach different ranges of performance. These factors include where one learns language, whether in an instructional setting or immersed in the language or culture; how one learns, whether through explicit instruction about the language or through authentic experiences using the language; when one learns, as the age and cognitive development of language learners impact the speed of reaching each range of performance; and finally, why one is learning a language, whether motivated by extrinsic factors such as grades and requirements or intrinsic factors such as the language learner's heritage or intended uses of the language.

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The ACTFL Performance Descriptors for Language Learners were built on the solid foundation provided by the original task force that produced the 1998 *ACTFL Performance Guidelines for K–12 Learners*. The members of that task force forged new ground to help educators implement the standards, providing important descriptions of how language learners demonstrate performance of the three modes of communication in instructional settings. Informed by the ACTFL Proficiency Guidelines, the 1998 task force carefully identified appropriate learning targets that impacted instruction and assessment in language classrooms across the U.S. and beyond. The new ACTFL Performance Descriptors for Language Leaners benefited from the experience of language educators implementing the original guidelines.

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1 About the ACTFL Performance Descriptors for Language Learners

The ACTFL Performance Descriptors for Language Learners are designed to describe language performance that is the result of explicit instruction in an instructional setting. A companion to the *ACTFL Proficiency Guidelines*, a document that describes broad, general language proficiency regardless of when, where or how language is acquired, the ACTFL Performance Descriptors for Language Learners provide more detailed and more granular information about language learners.

The *Standards for Foreign Language Learning* (1996, 1999, 2006), describe what students need to know and be able to do as they learn another language, defining the "what" of language education. The *ACTFL Performance Guidelines for K–12 Learners* (1998) first described "how well" language learners were expected to do the "what" from the content standards. The ACTFL Performance Descriptors for Language Learners are an update and revision to the 1998 *Performance Guidelines*.

The current *Standards for Foreign Language Learning* are written for K–16 and include language-specific progress indicators for elementary, secondary, and postsecondary learners. Likewise, these Performance Descriptors apply to language learners across the same span of ages and grade levels, identifying a continuum of language learning, which will prove useful in addressing articulation across all institutions.

Language learners in instructional settings from prekindergarten through graduate studies are in a continuous process of cognitive development that influences their ability to perform language tasks. Learning targets need to consider the age appropriateness and cognitive development of the language learners and may require varying amounts of time to achieve. The description of three ranges of performance (Novice, Intermediate, and Advanced) allows users of these Performance Descriptors to identify appropriate learning targets for language learners who begin at any age or grade level (prekindergarten, elementary school, middle school, high school, or postsecondary institutions) and whose language learning continues for varying amounts of time.

Since the original publication date of the 1998 *K–12 Guidelines*, learning environments have changed. These new Performance Descriptors reflect how language learners perform whether learning in classrooms, online, through independent project-based learning, or in blended environments.

The Performance Descriptors form a roadmap for teaching and learning, helping teachers create performance tasks targeted to the appropriate performance range, while challenging learners to also use strategies from the next higher range. In an instructional environment, the content and tasks are controlled, resulting in higher expectations of learners' performance compared to how they perform in a non-instructional environment. For example, Novice language learners use highly practiced and memorized sentences and questions within the supportive learning environment and within known contexts even though they are not yet Intermediate level language users.

These Performance Descriptors also help educators set realistic expectations at the summative assessment level. The ability to look ahead to the next range of performance allows instructors to create assessments that show what the language learner is able to do within the learner's current range as well as how well the learner is able to perform in the next higher range.

2 Comparing Performance and Proficiency

In describing language ability, the terms performance and proficiency both refer to evidence of what a language user is able to do with language. Similar strategies can be used when teaching for both performance and proficiency. Likewise, assessments of both performance and proficiency reflect purposeful communication tasks, mirroring real-world uses of language. There are also significant differences between performance and proficiency. What does each indicate?

Performance

Performance is the ability to use language that has been learned and practiced in an instructional setting. Coached by an instructor, whether in a classroom or online, or guided by instructional materials, performance refers to language ability that has been practiced and is within familiar contexts and content areas. The practice and assessment of performance should reflect authentic, real world use of language, even though the language is learned and practiced in some type of learning environment. Best practices for assessment of performance suggest that assessment be conducted in the same communicative manner in which the language was learned, practiced or rehearsed. To prepare for an assessment of performance, language learners need to practice the language functions, structures, and vocabulary they will apply on the assessment tasks, rather than practicing and memorizing exactly what will be on the assessment. Educators should provide language learners with practice of a variety of tasks related to the curriculum. In this way, learners will be ready to apply these elements in the context of the new tasks they will face on the performance assessment. To help language learners transfer their language skills, instruction needs to focus on real world-like tasks with the anticipation that learners will be prepared to do the same outside the instructional setting (as in a demonstration of proficiency).

In assessing performance, a language learner is evaluated against the description of the features of the domains of a given range within those contexts and content areas that have been learned and practiced. Demonstration of performance within a specific range may provide some indication of how the language user might perform on a proficiency assessment and indeed might point toward a proficiency level, but performance is not the same as proficiency. The language a learner produces on a collective set of performances generally correlates to a proficiency level, that is, the ratings that a language learner receives on a variety of performance assessments provides evidence of how the learner will be rated on an assessment of proficiency.

Proficiency

Proficiency is the ability to use language in real world situations in a spontaneous interaction and non-rehearsed context and in a manner acceptable and appropriate to native speakers of the language. Proficiency demonstrates what a language user is able to do regardless of where, when or how the language was acquired. The demonstration is independent of how the language was learned; the context may or may not be familiar; the evaluation of proficiency is not limited to the content of a particular curriculum that has been taught and learned.

An assessment of proficiency determines if the language user provides sufficient evidence of all of the assessment criteria of a particular level according to the *ACTFL Proficiency Guidelines*. The individual must do everything expected at a level in a sustained fashion, that is, all of the time, in order to be rated at that level.

Assessing Performance vs. Assessing Proficiency: How are these assessments different?

Assessing Performance	Assessing Proficiency
• **Based on Instruction:** Describes what the language learner can demonstrate based on what was learned • **Practiced:** Tasks are derived from the language functions and vocabulary that learners have practiced or rehearsed but which are applied to other tasks within familiar contexts • **Familiar Content and Context:** Content based on what was learned, practiced, or rehearsed; all within a context similar but not identical to how learned • **Demonstrated performance:** To be evaluated within a range, must be able to demonstrate the features of the domains of a given range in those contexts and content areas that have been learned and practiced.	• **Independent of specific instruction or curriculum:** Describes what the language user can do regardless of where, when or how the language was acquired • **Spontaneous:** Tasks are non-rehearsed situations • **Broad Content and Context:** Context and content are those that are appropriate for the given level • **Sustained performance across all the tasks and contexts for the level:** To be at a level, must demonstrate consistent patterns of all the criteria for a given level, all of the time

3 How the Performance Descriptors Are Organized

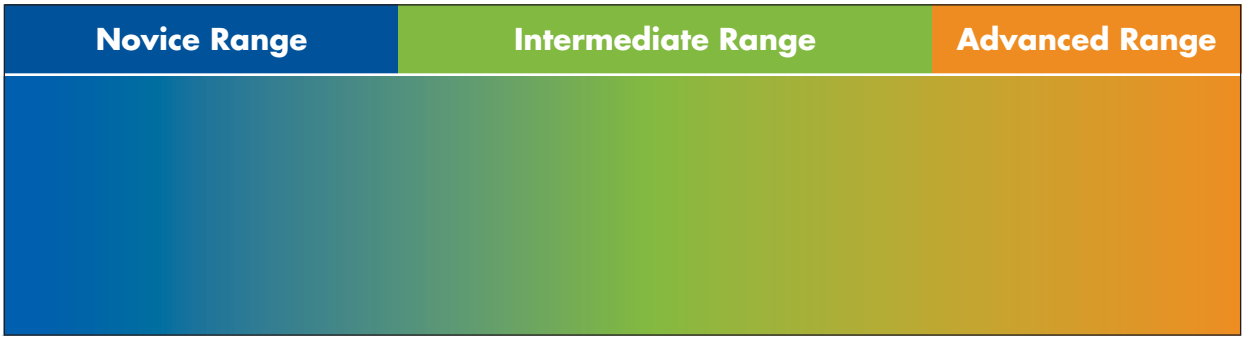
The ACTFL Performance Descriptors for Language Learners describe how language learners use language across three ranges of performance (Novice, Intermediate, and Advanced), in three modes of communication (interpersonal, interpretive, and presentational), and according to certain language features.

According to Ranges of Performance

Each range is defined by a set of features for the range explaining what the language learner is able to do, in what contexts and content areas, how much and what kind of language the learner is able to produce or understand, the expectations of accuracy, and what strategies the language learner uses to communicate. The three ranges take into consideration that the learning environment is controlled and articulated, allowing learners to demonstrate greater control of certain features of a level when these have been practiced in familiar contexts.

A language learner who demonstrates the overall features for a given range, whether most of the time or all of the time, would be considered to be in that range of performance. In a proficiency context, a language user who meets the criteria for the Intermediate level, but is not able to do so for some content areas or tasks all of the time in spontaneous, unrehearsed, language use would be rated Novice High. In the Performance Descriptors, the same profile would place the learner as entering into the Intermediate range because most of the time, and for those tasks and content areas that have been learned and practiced, the performance is in the Intermediate range as defined by the performance domains (see page 8). Likewise, the language learner who meets the criteria for the Advanced range most of the time (and who would be rated Intermediate-High on a proficiency scale) would be considered to be entering into the Advanced range of performance. The Superior range of performance is not addressed in these Performance Descriptors because within and beyond the Advanced range, performance and proficiency tend to merge. Once students sustain language ability beyond the Advanced range, where contexts and content areas are defined in general and broad terms, the *ACTFL Proficiency Guidelines* should be used to describe language abilities.

Over time and with practice, learner's performance gradually takes on the characteristics of the next higher range of performance.



According to Modes of Communication

The three modes of communication provide the organizing principle for describing language performance across three ranges of performance: Novice, Intermediate, and Advanced. The *ACTFL Proficiency Guidelines* were developed for purposes of assessment across four skills (listening, speaking, reading, and writing) and originated prior to the Standards. The 2012 revision of the *Proficiency Guidelines* considers how each skill is used, for example, describing both interpersonal and presentational aspects of speaking. The Performance Descriptors embrace the communicative purpose behind the three modes of communication, describing how a language learner performs to achieve each communicative purpose: interpersonal, interpretive, and presentational. The language functions are appropriately matched to the mode of communication (e.g., in the Intermediate range, a hallmark function for Interpersonal is the ability to ask, understand, and answer questions; for Interpretive, a key function is to comprehend main ideas and identify some supporting details; for Presentational, an essential function is the ability to present information by creating with language). One can also observe significant differences in the communication strategies that language learners use in each of the modes.

Three Modes of Communication

Interpersonal	Interpretive	Presentational
Active negotiation of meaning among individuals	Interpretation of what the author, speaker, or producer wants the receiver of the message to understand	Creation of messages to inform, explain, persuade, or narrate
Participants observe and monitor one another to see how their meanings and intentions are being communicated	One-way communication with no recourse to the active negotiation of meaning with the writer, speaker, or producer	One-way communication intended to facilitate interpretation by members of the other culture where no direct opportunity for the active negotiation of meaning between members of the two cultures exists
Adjustments and clarifications are made accordingly	Interpretation differs from comprehension and translation in that interpretation implies the ability to read (or listen or view) "between the lines," including understanding from within the cultural mindset or perspective	To ensure the intended audience is successful in its interpretation, the "presenter" needs knowledge of the audience's language and culture
Speaking and listening (conversation); reading and writing (text messages or via social media)	Reading (websites, stories, articles), listening (speeches, messages, songs), or viewing (video clips) of authentic materials	Writing (messages, articles, reports), speaking (telling a story, giving a speech, describing a poster), or visually representing (video or PowerPoint)

According to Language Domains

An overarching description of the range highlights the key points that distinguish the performance of Novice, Intermediate, and Advanced language learners. The description outlines the range of performance for the given mode of communication: interpersonal, interpretive, or presentational.

The first three domains describe the parameters for the language learner's performance in each range:

What are the parameters for the language learner's performance?

Domain	Examples	What it describes
Functions	• Ask formulaic questions • Initiate, maintain, and end a conversation • Create with language • Narrate and describe • Make inferences	Functions are the global tasks the learner can perform in the language
Contexts and Content	• Oneself • One's immediate environment • General interest • Work-related	Contexts are situations within which the learner can function; Content is the topics which the learner can understand and discuss
Text Type	• Words • Phrases • Sentences • Questions • Strings of sentences • Connected sentences • Paragraphs	Text type controlled by the learner is that which the learner is able to understand and produce in order to perform the functions of the level

The next four domains describe how well the language learner demonstrates performance of the functions for the level, within the corresponding contexts and content for the level, using the text type(s) appropriate for that level. An overarching description of these four domains of performance is comprehension and comprehensibility. These four categories answer the question "How and how well is the language learner able to be understood and to understand?"

How and how well is the language learner able to be understood and to understand?

Domain	What it answers	What it describes
Language Control	How accurate is the language learner's language?	Describes the level of control the learner has over certain language features or strategies to produce or understand language
Vocabulary	How extensive and applicable is the language learner's vocabulary?	Describes the parameters of vocabulary used to produce or understand language
Communication Strategies	How does the language learner maintain communication and make meaning?	Describes the strategies used to negotiate meaning, to understand text and messages, and to express oneself
Cultural Awareness	How is the language learner's cultural knowledge reflected in language use?	Describes the cultural products, practices, or perspectives the language learner may employ to communicate more successfully in the cultural setting

4 How To Use the Performance Descriptors To Inform Classroom Instruction and Assessment

The Performance Descriptors provide guidance for instruction. They match the progression of language learning and inform the planning and sequencing of instruction. These descriptions of performance provide an outline to identify instructional outcomes. Educators use these performance outcomes as the starting point for planning instruction, in a backward design model. With a clear focus on what performance should look like at the end of a unit, instructional and practice activities drive toward those outcomes. This outline describes the range of performance broadly enough for instructors to adapt to language learners of all ages; the instructors then guide language learning by considering the cognitive and developmental appropriateness of their learning activities, their multiple ways to practice language skills, and their variety of assessments.

In instruction, activities are scaffolded, that is supported by the instructor by pre-teaching critical elements such as key vocabulary or a new structure or practice of a language function. With such support, language learners are helped to perform at the next range by learning to use language at that next level. As the support is removed, language learners gradually over time become able to demonstrate that performance on their own. In this way, language learners begin to show characteristics of the next range as they approach the top end of their current performance range.

Instruction targets the next level and assessment provides language learners with the opportunity to show what they can do – with or without assistance in the form of a controlled context or content, practice and preparation, or rephrasing and paraphrasing to increase comprehension. Instructors need to target instruction across two ranges, broadening learners' performance at their current range and working to develop some abilities at the next higher range. Novice students, for example, need instruction and practice to improve their performance within the Novice level while simultaneously targeting the functions and contexts of the Intermediate range. Novice students need to experience Intermediate language in controlled and supported activities in order to gradually acquire the knowledge and strategies they will need in order to become confident and independent users of language in the Intermediate range. Instructors should consider recycling content and contexts at the next higher level of functions, providing multiple opportunities for learners to expand into the next performance range, developing stronger language control, vocabulary, communication strategies, and cultural awareness.

Unique Applications to Classical Languages

The Performance Descriptors are also intended to be applied to the classical languages (Latin and Greek). While often falsely assumed that students of Latin and classical Greek spend all of their instructional time reading and translating, these Performance Descriptors provide a further context for a more comprehensive view of the instructional components to be found in such classes. The importance of the three modes of communication as an applicable principle to the learning of the classical languages is evident in the communication standards from the *Standards for Classical Languages*:

- Students read, understand and interpret Latin or Greek
- Students use orally, listen to, and write Latin or Greek as part of the language learning process.

Therefore, while reading and understanding the written messages of the ancient world is a key to communication in the study of Latin and classical Greek, the oral use of the language can also be employed to help students avoid reading or translating word-for-word as they must listen in "chunks" (several words holding the meaning or phrases) and respond spontaneously during oral communication. This practice also builds student interest and heightens understanding of and appreciation for the languages and their cultures.

Unique Applications to American Sign Language (ASL)

These Performance Descriptors are equally applicable to learners of ASL, with slight adaptations according to each mode of communication. In the interpersonal mode (signing), the visual language signed underscores the communicative importance of facial gestures and other physical clues to meaning, but learners employ basically the same communication strategies as other languages within each of the ranges of performance. The word "interpretive" needs special definition for ASL: its use to identify a mode of communication denotes receptive language or understanding, rather than the act of serving as an ASL interpreter. The "text" is either live or recorded, such as a signed message, commentary, discussion, song, or play. In the presentational mode users of ASL use the same communication strategies as other languages; however, educators may act more as coaches to assist ASL language learners with the editing and revising process in the presentational mode. Examples of ASL presentational or productive language include messages, stories, or videos. Language educators and learners need to remember that the levels of cultural awareness as described in the Performance Descriptors are as important in ASL and within the Deaf community as in other languages and cultures.

5 Time as a Critical Component for Developing Language Performance

Language educators often face undue pressure and language learners may face unreasonable expectations when unrealistic language outcomes are set for achievement in short periods of instructional time. Students require carefully planned and well-sequenced learning opportunities that provide practice in using the language in order to internalize language competencies. Time on task is a critical factor in developing performance — time spent meaningfully engaged in active skill getting and skill using in the target language by both the teacher and the learner. ACTFL's position statement sets the goal of 90% or more of target language use by the teacher and the learners both inside and outside the classroom.

The chart (on the next page) graphically illustrates the influence of time-on-task on language performance and shows what outcomes are reasonable to expect of students who begin language instruction at various points in the K–16 spectrum. The outcomes depicted in this chart reflect general approximations based on performance testing and indicate targets that are possible for all students, given standards-based programs with continuity of instruction, sufficient time on task, and learning focused on performance. While performance outcomes may vary according to the mode of communication, the expectations in this chart represent a composite of performance outcomes for interpersonal, interpretive, and presentational communication. The most common program model for language learning in this country continues to be two years of instruction at the secondary level. This model limits students to performance in the Novice range. In an increasing number of standards-based, performance-based programs with continuity and sufficient time on task (e.g., beginning in the elementary grades with at least 90 minutes of instruction per week and continuing through the secondary years), learners are reaching the Advanced range of performance. Evidence is emerging that elementary immersion programs are able to produce students that are performing well into the Intermediate range by middle school and exiting high school in the Advanced range. These students have the potential to exit postsecondary programs approaching or at the Superior level of proficiency. Such comparisons are given with the caution that reaching each range of performance is more than simply matching hours or years of instruction. The age and cognitive development of the language learners greatly impacts language learning. The level of literacy and language performance in the learners' native language impacts their development of literacy and language performance in additional languages.

Performance Outcomes May Vary from Language to Language and from Mode to Mode

The Performance Descriptors have been written to describe realistic language performance for students at the various benchmarks along the instructional sequence, but language learners may experience different rates of progress through different modes depending on how similar their native language is to the new language. Students whose native language is English find many similarities between English and languages using a familiar alphabet such as French, German, and Spanish. These similarities aid the learner in acquisition of the new language as many of the same literacy strategies may be employed to understand written and spoken communication. When the language is similar, cognates become a very useful tool to unlock meaning and to help one remember vocabulary.

Conversely, when students encounter languages with minimal similarity to their native language, some new strategies need to be employed to understand and to be understood. American students learning Arabic, Chinese, Hindi, Japanese, Korean, Russian, Swahili, or Urdu face different language learning challenges: unfamiliar sounds, different writing systems, and new grammars. These linguistic features, which oftentimes cannot be linked to anything the language learners know in their native language, generally extend the

language acquisition process. However, these challenges vary according to the mode of communication and should not change the focus on teaching for performance. With every language, some elements will be easier than others to learn. For example, when learning languages whose writing systems are unfamiliar to them, learners face the greatest challenge in interpretive reading and presentational writing, and less of a challenge with interpersonal listening and speaking.

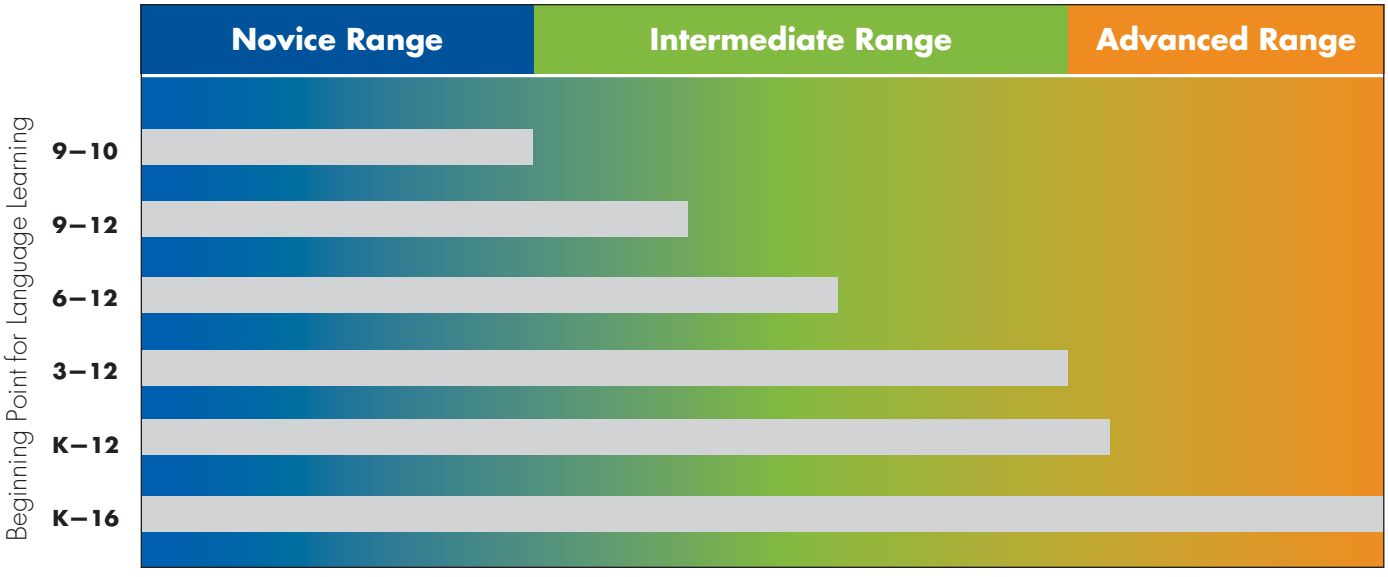
Heritage speakers of a language learn to use their heritage language through a variety of means, often through family and community interactions, sometimes more formally in an instructional setting, The modes of communication provide educators of heritage speakers with a useful analytical tool to determine an instructional emphasis. Interpersonal communication and interpretive listening tend to be strengths for many heritage speakers. At the same time, some heritage speakers may benefit from focused support in the modes of presentational writing and interpretive reading if prior language experiences were not in an instructional setting.

How to Use This Chart

This document and chart provide guidance to educators as they reflect on their language learning curriculum and assessments. A useful approach is to compare student evidence from performance tasks and assessments to this chart in order to reflect on students' use of language. Are students performing at a level consistent with the time and effort spent? Are students "on track" to reach the expected level of performance? Alternatively, educators may read the Performance Descriptors and determine that their students do not perform at a level consistent with the time and effort spent and, therefore, seek ways of modifying their program so that students reach the targeted levels of language performance.

Language learners also benefit by understanding the Performance Descriptors and the targeted expectations shown in this chart. The ranges of performance describe a pathway for learners to keep track of progress made, to identify domains needing additional practice, and to gain a clear understanding of how to move into the next higher range of performance. By collecting and reflecting on evidence of performance, language learners are able to set their own language learning targets, motivating them to improve their performance.

Time as a critical component for developing language performance



ACTFL Performance Descriptors for Language Learners | **Interpersonal**

Domains	Novice Range	Intermediate Range	Advanced Range
	Expresses self in conversations on very familiar topics using a variety of words, phrases, simple sentences, and questions that have been highly practiced and memorized.	**Expresses self and participates in conversations on familiar topics using sentences and series of sentences. Handles short social interactions in everyday situations by asking and answering a variety of questions. Can communicate about self, others, and everyday life.**	**Expresses self fully to maintain conversations on familiar topics and new concrete social, academic, and work-related topics. Can communicate in paragraph-length conversation about events with detail and organization. Confidently handles situations with an unexpected complication. Shares point of view in discussions.**
Functions	Can ask highly predictable and formulaic questions and respond to such questions by listing, naming, and identifying. May show emerging evidence of the ability to engage in simple conversation.	Can communicate by understanding and creating personal meaning. Can understand, ask, and answer a variety of questions. Consistently able to initiate, maintain, and end a conversation to satisfy basic needs and/or to handle a simple transaction. May show emerging evidence of the ability to communicate about more than the "here and now."	Can communicate with ease and confidence by understanding and producing narrations and descriptions in all major time frames and deal efficiently with a situation with an unexpected turn of events. May show emerging evidence of the ability to participate in discussions about issues beyond the concrete.
Contexts/ Content	Able to function in some personally relevant contexts on topics that relate to basic biographical information. May show emerging evidence of the ability to communicate in highly practiced contexts related to oneself and immediate environment.	Able to communicate in contexts relevant to oneself and others, and one's immediate environment. May show emerging evidence of the ability to communicate in contexts of occasionally unfamiliar topics.	Functions fully and effectively in contexts both personal and general. Content areas include topics of personal and general interest (community, national, and international events) as well as work-related topics and areas of special competence. May show emerging evidence of the ability to communicate in more abstract content areas.
Text Type	Understands and produces highly practiced words and phrases and an occasional sentence. Able to ask formulaic or memorized questions.	Able to understand and produce discrete sentences, strings of sentences and some connected sentences. Able to ask questions to initiate and sustain conversations.	Able to understand and produce discourse in full oral paragraphs that are organized, cohesive, and detailed. Able to ask questions to probe beyond basic details.

Domains	Novice Range	Intermediate Range	Advanced Range
Language Control	Can usually comprehend highly practiced and basic messages when supported by visual or contextual clues, redundancy or restatement, and when the message contains familiar structures. Can control memorized language sufficiently to be appropriate to the context and understood by those accustomed to dealing with language learners, however at times with difficulty.	Understands straightforward language that contains mostly familiar structures. Control of language is sufficient to be understood by those accustomed to dealing with language learners.	Language control is sufficient to interact efficiently and effectively with those unaccustomed to dealing with language learners. Consistent control of basic high-frequency structures facilitates comprehension and production.
Vocabulary	Able to understand and produce a number of high frequency words, highly practiced expressions, and formulaic questions.	Communicates using high frequency and personalized vocabulary within familiar themes or topics.	Comprehends and produces a broad range of vocabulary related to school, employment, topics of personal interest, and generic vocabulary related to current events and matters or public and community interest.
Communication Strategies	May use some or all of the following strategies to maintain communication, able to: • Imitate modeled words • Use facial expressions and gestures • Repeat words • Resort to first language • Ask for repetition • Indicate lack of understanding	Uses some of the following strategies to maintain communication, but not all of the time and inconsistently, able to: • Ask questions • Ask for clarification • Self-correct or restate when not understood • Circumlocute	Uses a range of strategies to maintain communication, able to: • Request clarification • Repeat • Restate • Rephrase • Circumlocute
Cultural Awareness	May use culturally appropriate gestures and formulaic expressions in highly practiced applications. May show awareness of the most obvious cultural differences or prohibitions, but may often miss cues indicating miscommunication.	Recognizes and uses some culturally appropriate vocabulary, expressions, and gestures when participating in everyday interactions. Recognizes that differences exist in cultural behaviors and perspectives and can conform in familiar situations.	Understands and uses cultural knowledge to conform linguistically and behaviorally in many social and work-related interactions. Shows conscious awareness of significant cultural differences and attempts to adjust accordingly.

ACTFL Performance Descriptors for Language Learners | **Interpretive**

Domains	Novice Range	Intermediate Range	Advanced Range
	Understands words, phrases, and formulaic language that have been practiced and memorized to get meaning of the main idea from simple, highly-predictable oral or written texts, with strong visual support.	**Understands main ideas and some supporting details on familiar topics from a variety of texts.**	**Understands main ideas and supporting details on familiar and some new, concrete topics from a variety of more complex texts that have a clear, organized structure.**
Functions	Comprehends meaning through recognition of key words and formulaic phrases that are highly contextualized. May show emerging evidence of the ability to make inferences based on background and prior knowledge.	Comprehends main ideas and identifies some supporting details. May show emerging evidence of the ability to make inferences by identifying key details from the text.	Comprehends the main idea and supporting details of narrative, descriptive, and straightforward persuasive texts. Makes inferences and derives meaning from context and linguistic features.
Contexts/ Content	Comprehends texts with highly predictable, familiar contexts (those related to personal background, prior knowledge, or experiences).	Comprehends information related to basic personal and social needs and relevant to one's immediate environment such as self and everyday life, school, community, and particular interests.	Comprehends texts pertaining to real-world topics of general interest relevant to personal, social, work-related, community, national, and international contexts.
Text Type	Derives meaning when authentic texts (listening, reading, or viewing) are supported by visuals or when the topic is very familiar. Comprehends texts ranging in length from lists, to phrases, to simple sentences, often with graphically organized information.	Comprehends simple stories, routine correspondence, short descriptive texts or other selections within familiar contexts. Generally comprehends connected sentences and much paragraph-like discourse. Comprehends information-rich texts with highly predictable order.	Comprehends paragraph discourse such as that found in stories, straightforward literary works, personal and work-related correspondence, written reports or instructions, oral presentations (news), anecdotes, descriptive texts, and other texts dealing with topics of a concrete nature.

Domains	Novice Range	Intermediate Range	Advanced Range
Language Control	Primarily relies on vocabulary to derive meaning from texts. May derive meaning by recognizing structural patterns that have been used in familiar and some new contexts.	Sufficient control of language (vocabulary, structures, conventions of spoken and written language, etc.) to understand fully and with ease short, non-complex texts on familiar topics; limited control of language to understand some more complex texts. May derive meaning by: • Comparing target language structures with those of the native language • Recognizing parallels in structure between new and familiar language	Sufficient control of language (vocabulary, structures, conventions of spoken and written language, etc.) to understand fully and with ease more complex and descriptive texts with connected language and cohesive devices. Derives meaning by: • Understanding sequencing, time frames, and chronology • Classifying words or concepts according to word order or grammatical use
Vocabulary	Comprehends some, but not all of the time, highly predictable vocabulary, a limited number of words related to familiar topics, and formulaic expressions.	Comprehends high frequency vocabulary related to everyday topics and high frequency idiomatic expressions.	Comprehends generic and some specific vocabulary and structures, specialized and precise vocabulary on topics related to one's experience, and an expanding number of idiomatic expressions.
Communication Strategies	May use some or all of the following strategies to comprehend texts, able to: • Skim and scan • Rely on visual support and background knowledge • Predict meaning based on context, prior knowledge, and/or experience For alphabetic languages: • Reply on recognition of cognates • May recognize word family roots, prefixes and suffixes	May use some or all of the following strategies to comprehend texts, able to: • Skim and scan • Use visual support and background knowledge • Predict meaning based on context, prior knowledge, and/or experience • Use context clues • Recognize word family roots, prefixes and suffixes For non-alphabetic languages: • Recognize radicals	Comprehends fully the intent of the message adapting strategies for one's own purposes; uses some or all of the following strategies, able to: • Skim and scan • Use visual support and background knowledge • Predict meaning based on context, prior knowledge, and/or experience • Use context clues • Use linguistic knowledge • Identify the organizing principle of the text • Create inferences • Differentiate main ideas from supporting details in order to verify
Cultural Awareness	Uses own culture to derive meaning from texts that are heard, read, or viewed.	Generally relies heavily on knowledge of own culture with increasing knowledge of the target culture(s) to interpret texts that are heard, read, or viewed.	Uses knowledge of cultural differences between own culture and target culture(s) as well as increasing knowledge of the target culture(s) to interpret texts that are heard, read, or viewed.

ACTFL Performance Descriptors for Language Learners | **Presentational**

Domains	Novice Range	Intermediate Range	Advanced Range
	Communicates information on very familiar topics using a variety of words, phrases, and sentences that have been practiced and memorized.	**Communicates information and expresses own thoughts about familiar topics using sentences and series of sentences.**	**Communicates information and expresses self with detail and organization on familiar and some new concrete topics using paragraphs.**
Functions	Presents simple, basic information on very familiar topics by producing words, list, notes, and formulaic language using highly practiced language. May show emerging evidence of the ability to express own thoughts and preferences.	Expresses own thoughts and presents information and personal preferences on familiar topics by creating with language primarily in present time. May show emerging evidence of the ability to tell or retell a story and provide additional description.	Produces narrations and descriptions in all major time frames on familiar and some unfamiliar topics. May show emerging evidence of the ability to provide a well-supported argument, including detailed evidence in support of a point of view.
Contexts/ Content	Creates messages in some personally relevant contexts on topics that relate to basic biographical information. May show emerging evidence of the ability to create messages in highly practiced contexts related to oneself and immediate environment.	Creates messages in contexts relevant to oneself and others, and one's immediate environment. May show emerging evidence of the ability to create messages on general interest and work-related topics.	Creates messages fully and effectively in contexts both personal and general. Content areas include topics of personal and general interest (community, national, and international events) as well as work-related topics and areas of special competence. May show emerging evidence of the ability to create messages in more abstract content areas.
Text Type	Produces words and phrases and highly practiced sentences or formulaic questions.	Produces sentences, series of sentences, and some connected sentences.	Produces full paragraphs that are organized and detailed.

ACTFL Performance Descriptors for Language Learners | **Presentational**

	Novice Range	Intermediate Range	Advanced Range
Language Control	Produces memorized language that is appropriate to the context; limited language control may require a sympathetic audience to be understood. With practice, polish, or editing, may show emerging evidence of Intermediate-level language control.	Control of language is sufficient to be understood by audiences accustomed to language produced by language learners. With practice, polish, or editing, may show emerging evidence of Advanced-level language control.	Control of high-frequency structures is sufficient to be understood by audiences not accustomed to language of language learners. With practice, polish, or editing, shows evidence of Advanced-level control of grammar and syntax.
Vocabulary	Produces a number of high frequency words and formulaic expressions; able to use a limited variety of vocabulary on familiar topics.	Produces vocabulary on variety of everyday topics, topics of personal interest, and topics that have been studied.	Produces a broad range of vocabulary related to topics of personal, public, and community interest, and some specific vocabulary related to areas of study or expertise.
Communication Strategies	May use some or all of the following strategies to communicate, able to: • Rely on a practiced format • Use facial expressions and gestures • Repeat words • Resort to first language • Use graphic organizers to present information • Rely on multiple drafts and practice sessions with feedback • Support presentational speaking with visuals and notes • Support presentational writing with visuals or prompts	May use some or all of the following strategies to communicate and maintain audience interest, able to: • Show an increasing awareness of errors and able to self-correct or edit • Use phrases, imagery, or content • Simplify • Use known language to compensate for missing vocabulary • Use graphic organizer • Use reference resources as appropriate	May use some or all of the following strategies to communicate and maintain audience interest, able to: • Demonstrate conscious efforts at self-editing and correction • Elaborate and clarify • Provide examples, synonyms, or antonyms • Use cohesion, chronology and details to explain or narrate fully • Circumlocute
Cultural Awareness	May use some memorized culturally appropriate gestures, formulaic expressions, and basic writing conventions.	Uses some culturally appropriate vocabulary, expressions, and gestures. Reflects some knowledge of cultural differences related to written and spoken communication.	Uses cultural knowledge appropriate to the presentational context and increasingly reflective or authentic cultural practices and perspectives.

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WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

GOAL AREAS	STANDARDS		
COMMUNICATION Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes	**Interpersonal Communication:** Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.	**Interpretive Communication:** Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	**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.
CULTURES Interact with cultural competence and understanding	**Relating Cultural Practices to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.	**Relating Cultural Products to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.	
CONNECTIONS Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations	**Making Connections:** Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.	**Acquiring Information and Diverse Perspectives:** Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.	
COMPARISONS Develop insight into the nature of language and culture in order to interact with cultural competence	**Language Comparisons:** Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.	**Cultural Comparisons:** Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.	
COMMUNITIES Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world	**School and Global Communities:** Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.	**Lifelong Learning:** Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.	

WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

The five "C" goal areas (Communication, Cultures, Connections, Comparisons, and Communities) stress the application of learning a language beyond the instructional setting. The goal is to prepare learners to apply the skills and understandings measured by the Standards, to bring a global competence to their future careers and experiences.

The National Standards for Learning Languages have been revised based on what language educators have learned from more than 15 years of implementing the Standards. The guiding principle was to clarify what language learners would do to demonstrate progress on each Standard.

These revised Standards include language to reflect the current educational landscape, including:

- Common Core State Standards
- College and Career Readiness
- 21st century skills

These Standards are equally applicable to:

- learners at all levels, from pre-kindergarten through post-secondary levels
- native speakers and heritage speakers, including ESL students
- American Sign Language
- Classical Languages (Latin and Greek)

The 2011 report, *A Decade of Foreign Language Standards: Impact, Influence, and Future Directions*, provided evidence of and support for the following concepts which influenced these revisions:

- The National Standards are influencing language learning from elementary, through secondary, to postsecondary levels.
- The integrated nature of the five "C" goal areas has been accepted by the profession.
- Educators asked for more description of what language learners should know and be able to do in the goal areas of Connections and Communities.
- Over 40 states have used the five "C" goal areas to create state standards for learning languages (identifiable even if configured in slightly different ways).
- Some state documents are beginning to describe cultural outcomes in terms of processes of observation and experience.
- Many local curricula are also aligned with the five "C" goal areas and the details of the 11 standards.

Based on this consensus from all levels of language educators, **the five goal areas and the 11 standards have been maintained**. The World-Readiness Standards for Learning Languages clarify and better illustrate each goal area and standard in order to guide implementation and influence assessment, curriculum, and instruction.

Responses to the online feedback survey gave overwhelming support to the proposed revisions:

- **93.4%** of respondents said the "refreshed" Standards describe **appropriate** (39.1%) or **very appropriate expectations** (54.3%) for language learners.
- **94.9%** of respondents said the "refreshed" Standards provide **equally clear** (10.9%), **somewhat clearer** (26.8%), or **much clearer direction** (57.2%) for language educators and learners.

In response to additional suggestions from the feedback and comments received, specific descriptions of performance at each level (Novice, Intermediate, Advanced, and Superior), sample indicators of progress, and sample learning scenarios will be the next areas addressed in this revision process.

All documents may be accessed at: www.actfl.org.

WHAT ARE THE NCSSFL-ACTFL CAN-DO STATEMENTS?

The 2017 NCSSFL-ACTFL Can-Do Statements, the result of collaboration between the National Council of State Supervisors for Languages (NCSSFL) and the ACTFL guide:

- Language learners to identify and set learning goals and chart their progress towards language and intercultural proficiency;
- Educators to write communication learning targets for curriculum, unit and lesson plans;
- Stakeholders to clarify how well learners at different stages can communicate.

The statements are organized according 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.

Aligned with the *ACTFL Proficiency Guidelines 2012* and the *ACTFL Performance Descriptors for Language Learners* the Can-Do Statements reflect the continuum of growth in communication skills through the Novice, Intermediate, Advanced, Superior, and Distinguished levels.

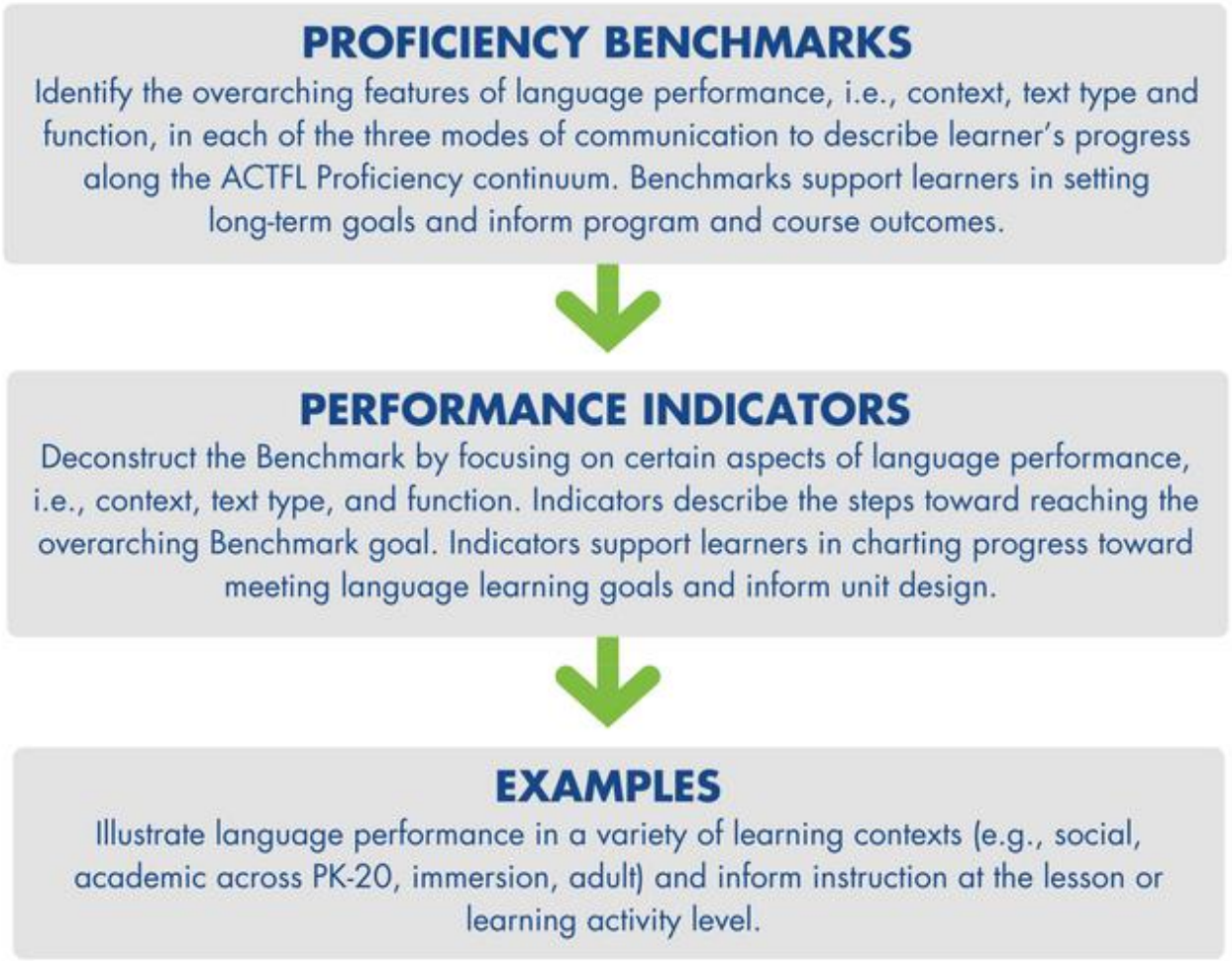
The NCSSFL-ACTFL Can-Do Statements for Intercultural Communication and the Reflection Tool for Learners provide a set of examples and scenarios that show how learners use the target language and knowledge of culture to demonstrate their Intercultural Communicative Competence (ICC).

Just as the NCSSFL-ACTFL Can-Do Statements for language clarify the Communication standards in the World Readiness Standards, this tool is intended to clarify and support the Cultures standards (use the language to investigate, explain, and reflect on the relationship between the practices or products and perspectives of cultures) and lead learners toward developing ICC. For the purpose of this document, ICC refers to the ability to interact effectively and appropriately with people from other language and cultural backgrounds. ICC develops as the result of a process of intentional goal-setting and self- reflection around language and culture and involves attitudinal changes toward one's own and other cultures. Intercultural communicative competence is essential for establishing effective, positive relationships across cultural boundaries, required in a global society.

The revised language Can-Do Statements were the year-long work of a writing team spearheaded by State Supervisors Kathy Shelton (OH) and Lisa Harris (VA) and ACTFL Director of Education Paul Sandrock. Members included: Ruta Couet (SC), Lynn Fulton-Archer (DE), Jessica Haxhi (CT), Ali Moeller (NE), Debbie Nicholson (WV), Christina Oh (VA), Fernando Rubio (UT), Thomas Sauer (KY), and Jacque Bott Van Houten (KY). The writing team met face-to-face three times and collaborated online over a nine-month period. Once a draft was developed, feedback was provided by over 470 professionals through an online survey and focus groups.

The new Can-Do Statements for Intercultural Communication were developed through a 2016-17 task force chaired by Jacque Van Houten (KY), with sub-committee chairs Ruta Couet (SC), Nathan Lutz (NJ), Ali Moeller (NE), Paul Sandrock (ACTFL), and Kathy Shelton (OH), and with task force members Donna Clementi (WI), Mara Cobe (NC), Bonnie Flint (UT), Paula Garrett-Rucks (GA), Deborah Hefferon (MD), Michael Kluemper (KY), Sarah Lindstrom (CT), Dorie Perugini (CT), Mary Lynn Redmond (NC), Julie Sykes (OR), Alicia Vinson (KY), and Manuela Wagner (CT).

HOW ARE THE NCSSFL-ACTFL CAN-DO STATEMENTS ORGANIZED?



Proficiency Benchmarks, Performance Indicators, and Examples are color-coded for ease of use.

Novice (blue) - Intermediate (green) – Advanced (orange) – Superior (gold) – Distinguished (gray)

How to Use the Can-Do Statements	How NOT to use the Can-Do Statements
Can-Do Statements describe what learners can do consistently 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, 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.
Can-Do Statements help learners set goals as they progress along the proficiency continuum. 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 timeframes, 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.	**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 texts and real-life scenarios at all levels and sublevels and set goals for how to progress to the next higher level.
The sets of examples can be adapted to match school, district, or postsecondary curriculum as well as independent learning goals The 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 customize the "I can . . ." examples in order to fit the content and context of the learning and the targeted proficiency level.	**The sets of 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.
Can-Do statements are a starting point for self-assessment, goal-setting, and the creation of rubrics for performance-based grading Learners and educators use the statements for self-evaluation to become more aware of what they know and can do in the target language. By using statements aligned to the proficiency scale, educators can more easily create rubrics that enable learners to chart their progress.	**The 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.

Can-Do Statements for Intercultural Communication

Introduction

The ***NCSSFL-ACTFL Can-Do Statements for Intercultural Communication*** and the ***Reflection Tool for Learners*** provide a set of examples and scenarios that show how learners use the ***target language*** and knowledge of culture to demonstrate their Intercultural Communicative Competence (ICC).

Just as the ***NCSSFL-ACTFL Can-Do Statements*** fo**r** language clarify the Communication standards in the *World Readiness Standards*, this tool is intended to clarify and support the Cultures standards and lead learners toward developing ICC. For the purpose of this document, ICC refers to the ability to interact effectively and appropriately with people from other language and cultural backgrounds. ICC develops as the result of a process of intentional goal-setting and self-reflection around language and culture and involves attitudinal changes toward one's own and other cultures. Intercultural communicative competence is essential for establishing effective, positive relationships across cultural boundaries, required in a global society.

Cultures Goal: Interact with cultural competence and understanding.

Standard: Learners use the language to investigate, explain and reflect on the relationship between **Practices and Perspectives** of the cultures studied.

Standard: Learners use the language to investigate, explain and reflect on the relationship between **Products and Perspectives** of the cultures studied.

World Readiness Standards

The *NCSSFL-ACTFL Can-Do Statements for Intercultural Communication***:**

- **Provide samples** of how learners can develop and demonstrate their ICC through the language they are learning. The extent to which one can fully understand and participate in a culture is related to the level of language proficiency.

- **Apply to a variety of learning and life environments**, such as in elementary school, an immersion class, a high school or college course,
  independent learning, a study abroad situation, or a work setting.

- **Serve as a framework,** not a curriculum, to integrate target language use and intercultural competencies in instruction, making clear the inextricable link between language and culture.

- **Focus on communicative interaction** in another culture, i.e., the ability to communicate and articulate in the target language and behave appropriately in the target culture.

- **Are illustrated with examples** for each proficiency level, paired as complementary examples as learners Investigate and Interact.

- **Support deeper learning by providing a Reflection tool with sample scenarios** that show how educators can organize activities for intercultural reflection, both inside the classroom in the target language and outside the classroom in English or the target language.

- **Are meant to be used as part of a school-wide program** that includes educator collaboration with other content areas and time for guided learner reflection on their intercultural experiences.

The use of the *NCSSFL-ACTFL Can-Do Statements for Intercultural Communication* can be a first step in the process to simplify the complexities of ICC and provide guidance for educators and learners. Rather than a linear process, ICC is more iterative and interactive, like a mosaic of various cultural experiences informed by self-reflection. Each individual begins at different cognitive, cultural and linguistic stages and progresses at various rates.

What is Intercultural Communication?

Intercultural communication is a complex activity that combines cross-cultural knowledge and language skills. It involves initiating, understanding and responding to what is communicated, using culturally appropriate language and behavior in a given context.

For the purposes of this document, the term intercultural communication refers only to the use of culturally appropriate verbal and nonverbal skills to build relationships with people of different cultures.

Researchers such as Byram (1997, 2002), M.J. and J.M Bennett (2003), Deardorff (2006), and Fantini (2006) agreed that developing Intercultural Communicative Competence is a complex, non-linear process built from an accumulation of cultural knowledge, practices and social encounters experienced within a variety of cultural contexts. An apt metaphor is a mosaic whose total image is an assemblage of smaller, unique pieces. Each intercultural experience provides an opportunity for interpretation, discovery, interaction and reflection that motivates learners' curiosity and leads to awareness of self and others.

Because intercultural growth involves elements in the affective domain it can be a challenge, and sometimes impossible, for educators to evaluate learners' progress. Educators can, however, evaluate how well learners' language use demonstrates intercultural competence, given that the extent to which one can fully understand and participate in a culture is related to the level of language proficiency. The *NCSSFL-ACTFL Can-Do Statements for Intercultural Communication* suggest examples that allow for and support these opportunities for intercultural encounters.

The *NCSSFL-ACTFL Can-Do Statements for Intercultural Communication* show the intersection of language proficiency and cultural competence, which do not always align. One individual may possess strong cultural competence yet demonstrate a low level of language proficiency (figure 1). Another individual may display high language proficiency but minimal cultural competence (figure 2).

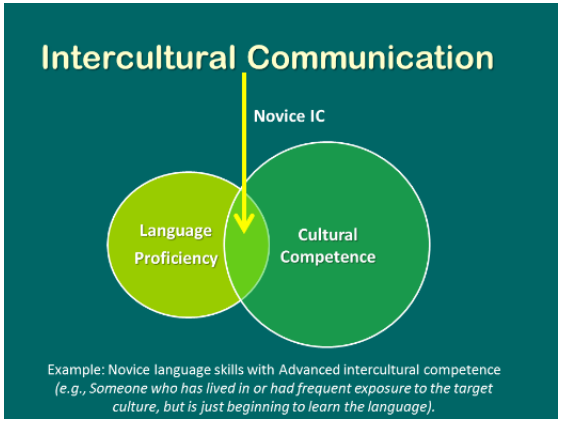


Figure 1

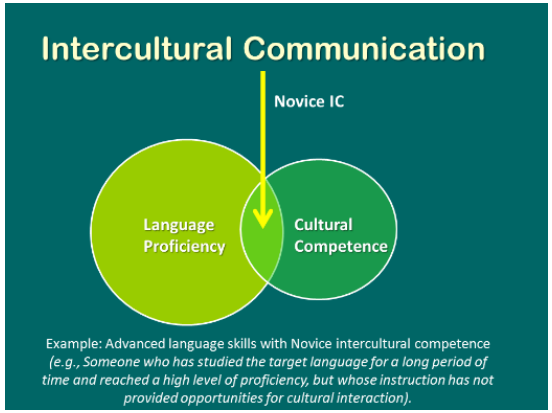
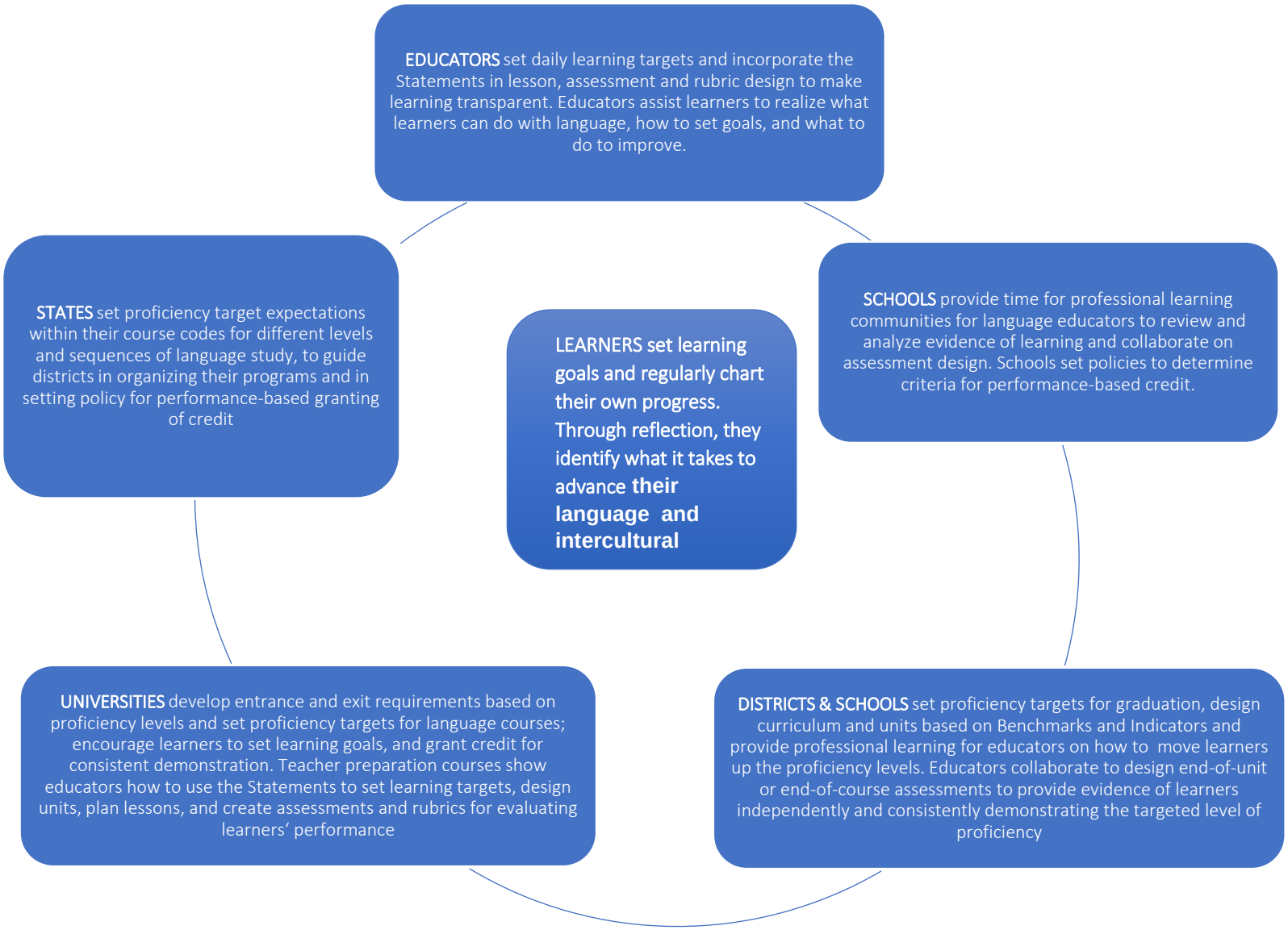


Figure 2

The *NCSSFL-ACTFL Can-Do Statements for Intercultural Communication* focuses on the extent to which learners can demonstrate their intercultural competence through verbal and non-verbal communication. These Intercultural Can-Do Statements are aligned with the Language Can-Do statements to ensure consistency with the ACTFL Proficiency Guidelines. The statements are intended to depict the linguistic competency from Novice to Distinguished levels of language proficiency across the modes of communication.

How Stakeholders Use the Can-Do Statements



What are the Theoretical Framework and Research that Support the NCSSFL-ACTFL Can-Do Statements?

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 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 ultimately 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.

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NCSSFL-ACTFL CAN-DO STATEMENTS

PROFICIENCY BENCHMARKS

	NOVICE PROFICIENCY BENCHMARK	**INTERMEDIATE** PROFICIENCY BENCHMARK
COMMUNICATION		
INTERPRETIVE	***I can*** identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.	***I can*** understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
INTERPERSONAL	***I can*** communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.	***I can*** participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.
PRESENTATIONAL	***I can*** present 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*** communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.
INTERCULTURAL COMMUNICATION		
INVESTIGATE	In my own and other cultures ***I can*** identify products and practices to help me understand perspectives.	In my own and other cultures ***I can*** make comparisons between products and practices to help me understand perspectives.
INTERACT	***I can*** interact at a survival level in some familiar everyday contexts.	***I can*** interact at a functional level in some familiar contexts.

NCSSFL-ACTFL CAN-DO STATEMENTS

PROFICIENCY BENCHMARKS

ADVANCED PROFICIENCY BENCHMARK	SUPERIOR PROFICIENCY BENCHMARK	DISTINGUISHED PROFICIENCY BENCHMARK	
COMMUNICATION			
I can understand the main message and supporting details on a wide variety of familiar and general interest topics across various time frames from complex, organized texts that are spoken, written, or signed.	***I can*** interpret and infer meaning from complex, academic and professional texts on a range of unfamiliar, abstract, and specialized issues that are spoken, written, or signed.	***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.	INTERPRETIVE
I can maintain spontaneous spoken, written, or signed conversations and discussions across various time frames on familiar, as well as unfamiliar, concrete topics, using series of connected sentences and probing questions.	***I can*** participate fully and effectively in spontaneous spoken, written, or signed discussions and debates on issues and ideas ranging from broad general interests to my areas of specialized expertise, including supporting arguments and exploring hypotheses.	***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.	INTERPERSONAL
I can deliver detailed and organized presentations on familiar as well as unfamiliar concrete topics, in paragraphs and using various time frames through spoken, written, or signed language.	***I can*** deliver extended presentations on abstract or hypothetical issues and ideas ranging from broad general interests to my areas of specialized expertise, with precision of expression and to a wide variety of audiences, using spoken, written, or signed language.	***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.	PRESENTATIONAL
INTERCULTURAL COMMUNICATION			
In my own and other cultures ***I can*** explain some diversity among products and practices and how it relates to perspectives.	In my own and other cultures ***I can*** suspend judgment while critically examining products, practices, and perspectives.	In my own and other cultures ***I can*** objectively evaluate products and practices and mediate perspectives.	INVESTIGATE
I can interact at a competent level in familiar and some unfamiliar contexts.	***I can*** interact in complex situations to ensure a shared understanding of culture.	***I can*** engage with complexity and pluricultural identities and serve as a mediator between and among cultures.	INTERACT

INTERPRETIVE COMMUNICATION
PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

NOVICE

PROFICIENCY BENCHMARK

I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.

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

PERFORMANCE INDICATORS

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can identify memorized or familiar words when they are supported by gestures or visuals in informational texts.	***I can*** identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in informational texts.	***I can*** identify the topic and some isolated facts from simple sentences in informational texts.

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

PERFORMANCE INDICATORS

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can identify memorized or familiar words when they are supported by gestures or visuals in fictional texts.	***I can*** identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in fictional texts.	***I can*** identify the topic and some isolated elements from simple sentences in short fictional texts.

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

PERFORMANCE INDICATORS

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can understand memorized or familiar words when they are supported by gestures or visuals in conversations.	***I can*** identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in conversations.	***I can*** understand familiar questions and statements from simple sentences in conversations.

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 knowledge

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.

INTERPRETIVE COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

INTERMEDIATE

PROFICIENCY BENCHMARK
I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.

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

PERFORMANCE INDICATORS		
INTERMEDIATE LOW	**INTERMEDIATE MID**	**INTERMEDIATE HIGH**
I can identify the topic and related information from simple sentences in short informational texts.	***I can*** understand the main idea and key information in short straightforward informational texts.	***I can*** usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph-length informational texts.

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

PERFORMANCE INDICATORS		
INTERMEDIATE LOW	**INTERMEDIATE MID**	**INTERMEDIATE HIGH**
I can identify the topic and related information from simple sentences in short fictional texts.	***I can*** understand the main idea and key information in short straightforward fictional texts.	***I can*** usually follow the main story and actions expressed in various time frames in paragraph-length fictional texts.

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

PERFORMANCE INDICATORS		
INTERMEDIATE LOW	**INTERMEDIATE MID**	**INTERMEDIATE HIGH**
I can identify the main idea in short conversations.	***I can*** identify the main idea and key information in short straightforward conversations.	***I can*** usually understand the main idea and flow of events expressed in various time frames in conversations and discussions.

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 knowledge

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.

INTERPRETIVE COMMUNICATION
PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

ADVANCED

PROFICIENCY BENCHMARK

I can understand the main message and supporting details on a wide variety of familiar and general interest topics across various time frames from complex, organized texts that are spoken, written, or signed.

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

PERFORMANCE INDICATORS

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can identify the underlying message and some supporting details across major time frames in descriptive informational texts.	***I can*** understand the underlying message and most supporting details across major time frames in descriptive informational texts.	***I can*** follow the flow of ideas and infer meaning from complex language on unfamiliar, abstract topics within informational texts.

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

PERFORMANCE INDICATORS

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can follow the main story and some supporting detail across major time frames in fictional texts.	***I can*** follow the main story and most supporting details across major time frames in fictional texts.	***I can*** follow the flow of ideas and some nuances from different viewpoints in most fictional texts.

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

PERFORMANCE INDICATORS

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can understand the main message and some supporting details across major time frames in conversations and discussions.	***I can*** understand the main message and most supporting details across major time frames in conversations and discussions.	***I can*** follow the flow of ideas and some nuances from different viewpoints in conversations and discussions.

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 knowledge

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.

INTERPRETIVE COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

SUPERIOR

PROFICIENCY BENCHMARK

I can interpret and infer meaning from complex, academic and professional texts on a range of unfamiliar, abstract, and specialized issues that are spoken, written, or signed.

DISTINGUISHED

PROFICIENCY BENCHMARK

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.

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

PERFORMANCE INDICATOR

I can follow the flow of ideas and infer meaning from unfamiliar, abstract topics in complex language in informational texts.

PERFORMANCE INDICATOR

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

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

PERFORMANCE INDICATOR

I can follow the flow of ideas and infer meaning on unfamiliar, abstract topics in complex language from fictional texts.

PERFORMANCE INDICATOR

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

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

PERFORMANCE INDICATOR

I can follow abstract, complex and unfamiliar topics in extended conversations and discussions involving multiple speakers.

PERFORMANCE INDICATOR

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

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 knowledge

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.

INTERPERSONAL COMMUNICATION
PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

NOVICE

PROFICIENCY BENCHMARK
I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.

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

PERFORMANCE INDICATORS		
NOVICE LOW	**NOVICE MID**	**NOVICE HIGH**
I can provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals.	***I can*** request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.	***I can*** 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.

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

PERFORMANCE INDICATORS		
NOVICE LOW	**NOVICE MID**	**NOVICE HIGH**
I can express some basic needs, using practiced or memorized words and phrases, with the help of gestures or visuals.	***I can*** express basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.	***I can*** interact with others to meet my basic needs related to routine everyday activities, using simple sentences and questions most of the time.

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

PERFORMANCE INDICATORS		
NOVICE LOW	**NOVICE MID**	**NOVICE HIGH**
I can express basic preferences or feelings, using practiced or memorized words and phrases, with the help of gestures or visuals.	***I can*** express my own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.	***I can*** express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic.

INTERPERSONAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

INTERMEDIATE

PROFICIENCY BENCHMARK
I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.

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

PERFORMANCE INDICATORS		
INTERMEDIATE LOW	**INTERMEDIATE MID**	**INTERMEDIATE HIGH**
I can request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions.	***I can*** exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions.	***I can*** exchange information in conversations and some discussions on a variety of familiar and some concrete topics that I have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.

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

PERFORMANCE INDICATORS		
INTERMEDIATE LOW	**INTERMEDIATE MID**	**INTERMEDIATE HIGH**
I can interact with others to meet my basic needs in familiar situations by creating simple sentences and asking appropriate follow-up questions.	***I can*** interact with others to meet my needs in a variety of familiar situations, creating sentences and series of sentences and asking a variety of follow-up questions.	***I can*** interact with others to meet my needs in a variety of situations, sometimes involving a complication, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.

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

PERFORMANCE INDICATORS		
INTERMEDIATE LOW	**INTERMEDIATE MID**	**INTERMEDIATE HIGH**
I can express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions.	***I can*** exchange preferences, feelings, or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and asking a variety of follow-up questions.	***I can*** explain preferences, opinions, and emotions and provide advice on a variety of familiar and some concrete topics that I have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.

INTERPERSONAL COMMUNICATION
PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

ADVANCED

PROFICIENCY BENCHMARK

I can maintain spontaneous spoken, written, or signed conversations and discussions across various time frames on familiar, as well as unfamiliar, concrete topics, using series of connected sentences and probing questions.

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

PERFORMANCE INDICATORS

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can exchange information and ideas in discussions on a variety of familiar and concrete academic and social topics, using a few simple paragraphs across major time frames.	***I can*** maintain discussions on a wide variety of familiar and unfamiliar concrete topics of personal and general interest, and sometimes academic, social or professional topics, by using probing questions and providing detailed responses across major time frames.	***I can*** discuss and sometimes debate a variety of complex concrete and some abstract academic, social and professional topics and often deal with related issues hypothetically, using precise questions and explanations.

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

PERFORMANCE INDICATORS

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can interact and negotiate to resolve an unexpected complication that arises in a familiar situation, using a few simple paragraphs across major time frames.	***I can*** interact and negotiate to resolve an unexpected complication that arises in a familiar situation, providing detailed explanations and offering a variety of resolutions across major time frames.	***I can*** interact and negotiate to resolve an unexpected complication in a situation that is generally unfamiliar.

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

PERFORMANCE INDICATORS

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can maintain conversations by providing explanations and comparisons of preferences, opinions, and advice on familiar and concrete academic and social topics using a few simple paragraphs across major time frames.	***I can*** maintain extended conversations by supporting, reacting to, and comparing preferences and opinions and expressing advice and emotions in detail across major time frames, and by asking probing questions.	***I can*** discuss, support, and sometimes debate opinions and advice on a variety of complex concrete topics, often addressing hypothetical or abstract issues, and asking precise questions.

INTERPERSONAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

SUPERIOR

PROFICIENCY BENCHMARK

I can participate fully and effectively in spontaneous spoken, written, or signed discussions and debates on issues and ideas ranging from broad general interests to my areas of specialized expertise, including supporting arguments and exploring hypotheses.

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

PERFORMANCE INDICATOR

I can discuss and debate a wide variety of complex issues and abstract ideas using precise, sophisticated, and academic language.

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

PERFORMANCE INDICATOR

I can interact and negotiate to resolve abstract and complex matters on a wide variety of topics in a variety of situations.

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

PERFORMANCE INDICATOR

I can discuss and debate opinions and advice with multiple participants on a wide variety of complex issues and abstract ideas, concretely, abstractly, and hypothetically.

DISTINGUISHED

PROFICIENCY BENCHMARK

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.

PERFORMANCE INDICATOR

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.

PERFORMANCE INDICATOR

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.

PERFORMANCE INDICATOR

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

PRESENTATIONAL COMMUNICATION
PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

NOVICE

PROFICIENCY BENCHMARK
I can present 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.

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

PERFORMANCE INDICATORS		
NOVICE LOW	**NOVICE MID**	**NOVICE HIGH**
I can introduce myself using practiced or memorized words and phrases, with the help of gestures or visuals.	***I can*** present information about myself, my interests and my activities using a mixture of practiced or memorized words, phrases and simple sentences.	***I can*** present personal information about my life and activities, using simple sentences most of the time.

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

PERFORMANCE INDICATORS		
NOVICE LOW	**NOVICE MID**	**NOVICE HIGH**
I can express my likes and dislikes using practiced or memorized words and phrases, with the help of gestures or visuals.	***I can*** express my likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases and simple sentences	***I can*** express my preferences on familiar and everyday topics of interest, using simple sentences most of the time.

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

PERFORMANCE INDICATORS		
NOVICE LOW	**NOVICE MID**	**NOVICE HIGH**
I can name very familiar people, places, and objects using practiced or memorized words and phrases, with the help of gestures or visuals.	***I can*** present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases and simple sentences.	***I can*** present on familiar and everyday topics, using simple sentences most of the time.

PRESENTATIONAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

INTERMEDIATE

PROFICIENCY BENCHMARK
I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.

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

PERFORMANCE INDICATORS		
INTERMEDIATE LOW	**INTERMEDIATE MID**	**INTERMEDIATE HIGH**
I can present personal information about my life, activities and events, using simple sentences.	***I can*** tell a story about my life, activities, events and other social experiences, using sentences and series of connected sentences.	***I can*** tell stories about school and community events and personal experiences, using a few short paragraphs, often across various time frames.

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

PERFORMANCE INDICATORS		
INTERMEDIATE LOW	**INTERMEDIATE MID**	**INTERMEDIATE HIGH**
I can express my preferences on familiar and everyday topics of interest and explain why I feel that way, using simple sentences.	***I can*** state my viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences.	***I can*** state my viewpoint on familiar or researched topics and provide reasons to support it, using a few short paragraphs, often across various time frames.

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

PERFORMANCE INDICATORS		
INTERMEDIATE LOW	**INTERMEDIATE MID**	**INTERMEDIATE HIGH**
I can present on familiar and everyday topics, using simple sentences.	***I can*** give straightforward presentations on a variety of familiar topics and some concrete topics I have researched, using sentences and series of connected sentences.	***I can*** give detailed presentations on a variety of familiar topics and some concrete topics I have researched, using a few short paragraphs, often across various time frames.

PRESENTATIONAL COMMUNICATION
PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

ADVANCED

PROFICIENCY BENCHMARK

I can deliver detailed and organized presentations on familiar as well as unfamiliar concrete topics, in paragraphs and using various time frames through spoken, written, or signed language.

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

PERFORMANCE INDICATORS

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can tell stories about school and community events and personal experiences, using paragraphs across major time frames.	***I can*** tell stories based on concrete experiences in academic, social, and professional topics of interest, using organized paragraphs across major time frames.	***I can*** give complex detailed narrations beyond the concrete, often addressing abstract experiences or hypothetical issues.

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

PERFORMANCE INDICATORS

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can state a viewpoint with supporting evidence on some concrete academic, social and professional topics of interest using paragraphs across major time frames.	***I can*** present an argument with supporting evidence, based on a variety of concrete academic, social and professional topics of interest, using organized paragraphs across major time frames.	***I can*** clearly and accurately present an argument with supporting evidence on complex concrete issues, and often deal with related issues hypothetically.

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

PERFORMANCE INDICATORS

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can deliver presentations on some concrete academic, social and professional topics of interest, using paragraphs across major time frames.	***I can*** deliver detailed presentations and elaborate on a variety of concrete academic, social and professional topics of interest, using organized paragraphs across major time frames.	***I can*** deliver cohesive presentations on a variety of complex concrete topics related to community interests and some specialized fields, and often deal with related issues hypothetically.

PRESENTATIONAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

SUPERIOR

PROFICIENCY BENCHMARK

I can deliver extended presentations on abstract or hypothetical issues and ideas ranging from broad general interests to my areas of specialized expertise, with precision of expression and to a wide variety of audiences, using spoken, written, or signed language.

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

PERFORMANCE INDICATOR

I can present clearly-articulated, coherent and detailed narrations on complex, abstract issues and hypothetical issues.

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

PERFORMANCE INDICATOR

I can deliver a clearly articulated and well-structured argument, refute counterarguments, and give extensive supporting evidence on abstract or hypothetical issues and ideas, ranging from broad general interests to areas of specialized expertise.

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

PERFORMANCE INDICATOR

I can deliver clearly articulated and well-structured presentations to various audiences on abstract or hypothetical issues and ideas, ranging from broad general interests to areas of specialized expertise.

DISTINGUISHED

PROFICIENCY BENCHMARK

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.

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

PERFORMANCE INDICATOR

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.

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

PERFORMANCE INDICATOR

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.

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

PERFORMANCE INDICATOR

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.

INTERCULTURAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

INVESTIGATE

Investigate Products And Practices To Understand Cultural Perspectives

	NOVICE	INTERMEDIATE
	PROFICIENCY BENCHMARK	PROFICIENCY BENCHMARK
	In my own and other cultures ***I can*** identify products and practices to help me understand perspectives.	In my own and other cultures ***I can*** make comparisons between products and practices to help me understand perspectives.
	PERFORMANCE INDICATORS	PERFORMANCE INDICATORS
PRODUCTS	In my own and other cultures ***I can*** identify some typical products related to familiar everyday life.	In my own and other cultures ***I can*** compare products related to everyday life and personal interests or studies.
PRACTICES	In my own and other cultures ***I can*** identify some typical practices related to familiar everyday life.	In my own and other cultures ***I can*** compare practices related to everyday life and personal interests or studies.

INTERACT

Interact With Others In And From Another Culture

	NOVICE	INTERMEDIATE
	PROFICIENCY BENCHMARK	PROFICIENCY BENCHMARK
	I can interact at a survival level in some familiar everyday contexts.	***I can*** interact at a functional level in some familiar contexts.
	PERFORMANCE INDICATORS	PERFORMANCE INDICATORS
LANGUAGE	***I can*** communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness.	***I can*** converse with peers from the target culture in familiar situations at school, work, or play, and show interest in basic 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, use appropriate learned behaviors and avoid major social blunders.

INTERCULTURAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

INVESTIGATE

ADVANCED	SUPERIOR	DISTINGUISHED
PROFICIENCY BENCHMARK	**PROFICIENCY BENCHMARK**	**PROFICIENCY BENCHMARK**
In my own and other cultures ***I can*** explain some diversity among products and practices and how it relates to perspectives.	In my own and other cultures ***I can*** suspend judgment while critically examining products, practices, and perspectives.	In my own and other cultures ***I can*** objectively evaluate products and practices and mediate perspectives.
PERFORMANCE INDICATORS	**PERFORMANCE INDICATORS**	**PERFORMANCE INDICATORS**
In my own and other cultures ***I can*** explain how a variety of products of public and personal interest are related to perspectives.	In my own and other cultures ***I can*** analyze how products of personal and public interest are related to perspectives.	In my own and other cultures ***I can*** evaluate a wide range of concrete and abstract products from different viewpoints.
In my own and other cultures ***I can*** explain how a variety of practices within familiar and social situations are related to perspectives.	In my own and other cultures ***I can*** analyze how practices within informal and formal situations are related to perspectives.	In my own and other cultures ***I can*** evaluate a wide range of concrete and abstract practices from different viewpoints.

PRODUCTS

PRACTICES

INTERACT

PROFICIENCY BENCHMARK	**PROFICIENCY BENCHMARK**	**PROFICIENCY BENCHMARK**
I can interact at a competent level in familiar and some unfamiliar contexts.	***I can*** interact in complex situations to ensure a shared understanding of culture.	***I can*** engage with complexity and pluricultural identities and serve as a mediator between and among cultures.
PERFORMANCE INDICATORS	**PERFORMANCE INDICATORS**	**PERFORMANCE INDICATORS**
I can converse comfortably with others from the target culture in familiar and some unfamiliar situations and show some understanding of cultural differences.	***I can*** suspend judgement, adapt my language, and make appropriate cultural references when interacting with others from the target culture in social and professional situations.	***I can*** show empathy and cultural sophistication in my language when interacting in social, academic or professional situations with others from the target culture.
I can demonstrate awareness of subtle differences among cultural behaviors and adjust my behavior accordingly in familiar and some unfamiliar situations.	***I can*** adhere to basic social and professional norms and etiquette, read nonverbal cues and adjust my behavior in complicated situations.	***I can*** transition smoothly from formal to informal styles of behavior, respond effectively to nonverbal cues and mediate situations of cultural misunderstanding with empathy.

LANGUAGE

BEHAVIOR

NCSSFL-ACTFL CAN-DO STATEMENTS

PROFICIENCY BENCHMARKS

NCSSFL-ACTFL CAN-DO STATEMENTS

PROFICIENCY BENCHMARKS

	NOVICE PROFICIENCY BENCHMARK	INTERMEDIATE PROFICIENCY BENCHMARK	ADVANCED PROFICIENCY BENCHMARK	SUPERIOR PROFICIENCY BENCHMARK	DISTINGUISHED PROFICIENCY BENCHMARK	
COMMUNICATION						
INTERPRETIVE	***I can*** identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.	***I can*** understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.	***I can*** understand the main message and supporting details on a wide variety of familiar and general interest topics across various time frames from complex, organized texts that are spoken, written, or signed.	***I can*** interpret and infer meaning from complex, academic and professional texts on a range of unfamiliar, abstract, and specialized issues that are spoken, written, or signed.	***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.	INTERPRETIVE
INTERPERSONAL	***I can*** communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.	***I can*** participate 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, as well as unfamiliar, concrete topics, using series of connected sentences and probing questions.	***I can*** participate fully and effectively in spontaneous spoken, written, or signed discussions and debates on issues and ideas ranging from broad general interests to my areas of specialized expertise, including supporting arguments and exploring hypotheses.	***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.	INTERPERSONAL
PRESENTATIONAL	***I can*** present 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*** communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.	***I can*** deliver detailed and organized presentations on familiar as well as unfamiliar concrete topics, in paragraphs and using various time frames through spoken, written, or signed language.	***I can*** deliver extended presentations on abstract or hypothetical issues and ideas ranging from broad general interests to my areas of specialized expertise, with precision of expression and to a wide variety of audiences, using spoken, written, or signed language.	***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.	PRESENTATIONAL
INTERCULTURAL COMMUNICATION						
INVESTIGATE	In my own and other cultures ***I can*** identify products and practices to help me understand perspectives.	In my own and other cultures ***I can*** make comparisons between products and practices to help me understand perspectives.	In my own and other cultures ***I can*** explain some diversity among products and practices and how it relates to perspectives.	In my own and other cultures ***I can*** suspend judgment while critically examining products, practices, and perspectives.	In my own and other cultures ***I can*** objectively evaluate products and practices and mediate perspectives.	INVESTIGATE
INTERACT	***I can*** interact at a survival level in some familiar everyday contexts.	***I can*** interact at a functional level in some familiar contexts.	***I can*** interact at a competent level in familiar and some unfamiliar contexts.	***I can*** interact in complex situations to ensure a shared understanding of culture.	***I can*** engage with complexity and pluricultural identities and serve as a mediator between and among cultures.	INTERACT

NCSSFL-ACTFL CAN-DO STATEMENTS

INTERPRETIVE COMMUNICATION
PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

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 by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.	***I can*** understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.	***I can*** understand the main message and supporting details on a wide variety of familiar and general interest topics across various time frames from complex, organized texts that are spoken, written, or signed.	***I can*** interpret and infer meaning from complex, academic and professional texts on a range of unfamiliar, abstract, and specialized issues that are spoken, written, or signed.	***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.

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

PERFORMANCE INDICATORS			PERFORMANCE INDICATORS			PERFORMANCE INDICATORS			PERFORMANCE INDICATOR	PERFORMANCE INDICATOR
LOW	MID	HIGH	LOW	MID	HIGH	LOW	MID	HIGH		
I can identify memorized or familiar words when they are supported by gestures or visuals in informational texts.	***I can*** identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in informational texts.	***I can*** identify the topic and some isolated facts from simple sentences in informational texts.	***I can*** identify the topic and related information from simple sentences in short informational texts.	***I can*** understand the main idea and key information in short straightforward informational texts.	***I can*** usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph-length informational texts.	***I can*** identify the underlying message and some supporting details across major time frames in descriptive informational texts.	***I can*** understand the underlying message and most supporting details across major time frames in descriptive informational texts.	***I can*** follow the flow of ideas and infer meaning from complex language on unfamiliar, abstract topics within informational texts.	***I can*** follow the flow of ideas and infer meaning from unfamiliar, abstract topics in complex language in informational texts.	***I can*** easily understand sophisticated language, regardless of the cultural context in professional, technical and academic texts.

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

PERFORMANCE INDICATORS			PERFORMANCE INDICATORS			PERFORMANCE INDICATORS			PERFORMANCE INDICATOR	PERFORMANCE INDICATOR
LOW	MID	HIGH	LOW	MID	HIGH	LOW	MID	HIGH		
I can identify memorized or familiar words when they are supported by gestures or visuals in fictional texts.	***I can*** identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in fictional texts.	***I can*** identify the topic and some isolated elements from simple sentences in short fictional texts.	***I can*** identify the topic and related information from simple sentences in short fictional texts.	***I can*** understand the main idea and key information in short straightforward fictional texts.	***I can*** usually follow the main story and actions expressed in various time frames in paragraph-length fictional texts.	***I can*** follow the main story and some supporting detail across major time frames in fictional texts.	***I can*** follow the main story and most supporting details across major time frames in fictional texts.	***I can*** follow the flow of ideas and some nuances from different viewpoints in most fictional texts.	***I can*** follow the flow of ideas and infer meaning on unfamiliar, abstract topics in complex language from fictional texts.	***I can*** interpret tone, nuance, and mood in almost any genre of fictional texts.

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

PERFORMANCE INDICATORS			PERFORMANCE INDICATORS			PERFORMANCE INDICATORS			PERFORMANCE INDICATOR	PERFORMANCE INDICATOR
LOW	MID	HIGH	LOW	MID	HIGH	LOW	MID	HIGH		
I can understand memorized or familiar words when they are supported by gestures or visuals in conversations.	***I can*** identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in conversations.	***I can*** understand familiar questions and statements from simple sentences in conversations.	***I can*** identify the main idea in short conversations.	***I can*** identify the main idea and key information in short straightforward conversations.	***I can*** usually understand the main idea and flow of events expressed in various time frames in conversations and discussions.	***I can*** understand the main message and some supporting details across major time frames in conversations and discussions.	***I can*** understand the main message and most supporting details across major time frames in conversations and discussions.	***I can*** follow the flow of ideas and some nuances from different viewpoints in conversations and discussions.	***I can*** follow abstract, complex and unfamiliar topics in extended conversations and discussions involving multiple speakers.	***I can*** interpret tone, nuance, and mood in almost any extended conversation and discussion.

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 knowledge

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.

NCSSFL-ACTFL CAN-DO STATEMENTS

INTERPERSONAL COMMUNICATION
PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

NOVICE	INTERMEDIATE	ADVANCED	SUPERIOR	DISTINGUISHED
PROFICIENCY BENCHMARK	PROFICIENCY BENCHMARK	PROFICIENCY BENCHMARK	PROFICIENCY BENCHMARK	PROFICIENCY BENCHMARK
I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.	***I can*** participate 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, as well as unfamiliar, concrete topics, using series of connected sentences and probing questions.	***I can*** participate fully and effectively in spontaneous spoken, written, or signed discussions and debates on issues and ideas ranging from broad general interests to my areas of specialized expertise, including supporting arguments and exploring hypotheses.	***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.

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

PERFORMANCE INDICATORS			PERFORMANCE INDICATORS			PERFORMANCE INDICATORS			PERFORMANCE INDICATOR	PERFORMANCE INDICATOR
LOW	MID	HIGH	LOW	MID	HIGH	LOW	MID	HIGH		
I can provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals.	***I can*** request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.	***I can*** 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 can*** request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions.	***I can*** exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions.	***I can*** exchange information in conversations and some discussions on a variety of familiar and some concrete topics that I have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.	***I can*** exchange information and ideas in discussions on a variety of familiar and concrete academic and social topics, using a few simple paragraphs across major time frames.	***I can*** maintain discussions on a wide variety of familiar and unfamiliar concrete topics of personal and general interest, and sometimes academic, social or professional topics, by using probing questions and providing detailed responses across major time frames.	***I can*** discuss and sometimes debate a variety of complex concrete and some abstract academic, social and professional topics and often deal with related issues hypothetically, using precise questions and explanations.	***I can*** discuss and debate a wide variety of complex issues and abstract ideas using precise, sophisticated, and academic language.	***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.

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

PERFORMANCE INDICATORS			PERFORMANCE INDICATORS			PERFORMANCE INDICATORS			PERFORMANCE INDICATOR	PERFORMANCE INDICATOR
LOW	MID	HIGH	LOW	MID	HIGH	LOW	MID	HIGH		
I can express some basic needs, using practiced or memorized words and phrases, with the help of gestures or visuals.	***I can*** express basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.	***I can*** interact with others to meet my basic needs related to routine everyday activities, using simple sentences and questions most of the time.	***I can*** interact with others to meet my basic needs in familiar situations by creating simple sentences and asking appropriate follow-up questions.	***I can*** interact with others to meet my needs in a variety of familiar situations, creating sentences and series of sentences and asking a variety of follow-up questions.	***I can*** interact with others to meet my needs in a variety of situations, sometimes involving a complication, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.	***I can*** interact and negotiate to resolve an unexpected complication that arises in a familiar situation, using a few simple paragraphs across major time frames.	***I can*** interact and negotiate to resolve an unexpected complication that arises in a familiar situation, providing detailed explanations and offering a variety of resolutions across major time frames.	***I can*** interact and negotiate to resolve an unexpected complication in a situation that is generally unfamiliar.	***I can*** interact and negotiate to resolve abstract and complex matters on a wide variety of topics in a variety of situations.	***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.

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

PERFORMANCE INDICATORS			PERFORMANCE INDICATORS			PERFORMANCE INDICATORS			PERFORMANCE INDICATOR	PERFORMANCE INDICATOR
LOW	MID	HIGH	LOW	MID	HIGH	LOW	MID	HIGH		
I can express basic preferences or feelings, using practiced or memorized words and phrases, with the help of gestures or visuals.	***I can*** express my own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.	***I can*** express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic.	***I can*** express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions.	***I can*** exchange preferences, feelings, or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and asking a variety of follow-up questions.	***I can*** explain preferences, opinions, and emotions and provide advice on a variety of familiar and some concrete topics that I have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.	***I can*** maintain conversations by providing explanations and comparisons of preferences, opinions, and advice on familiar and concrete academic and social topics using a few simple paragraphs across major time frames.	***I can*** maintain extended conversations by supporting, reacting to, and comparing preferences and opinions and expressing advice and emotions in detail across major time frames, and by asking probing questions.	***I can*** discuss, support, and sometimes debate opinions and advice on a variety of complex concrete topics, often addressing hypothetical or abstract issues, and asking precise questions.	***I can*** discuss and debate opinions and advice with multiple participants on a wide variety of complex issues and abstract ideas, concretely, abstractly, and hypothetically.	***I can*** tailor language to a variety of audiences by adapting my speech and register in culturally authentic ways.

NCSSFL-ACTFL CAN-DO STATEMENTS

PRESENTATIONAL COMMUNICATION
PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

NOVICE	INTERMEDIATE	ADVANCED	SUPERIOR	DISTINGUISHED
PROFICIENCY BENCHMARK	PROFICIENCY BENCHMARK	PROFICIENCY BENCHMARK	PROFICIENCY BENCHMARK	PROFICIENCY BENCHMARK
I can present 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*** communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.	***I can*** deliver detailed and organized presentations on familiar as well as unfamiliar concrete topics, in paragraphs and using various time frames through spoken, written, or signed language.	***I can*** deliver extended presentations on abstract or hypothetical issues and ideas ranging from broad general interests to my areas of specialized expertise, with precision of expression and to a wide variety of audiences, using spoken, written, or signed language.	***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.

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

PERFORMANCE INDICATORS			PERFORMANCE INDICATORS			PERFORMANCE INDICATORS			PERFORMANCE INDICATOR	PERFORMANCE INDICATOR
LOW	MID	HIGH	LOW	MID	HIGH	LOW	MID	HIGH		
I can introduce myself using practiced or memorized words and phrases, with the help of gestures or visuals.	***I can*** present information about myself, my interests and my activities using a mixture of practiced or memorized words, phrases and simple sentences.	***I can*** present personal information about my life and activities, using simple sentences most of the time.	***I can*** present personal information about my life, activities and events, using simple sentences.	***I can*** tell a story about my life, activities, events and other social experiences, using sentences and series of connected sentences.	***I can*** tell stories about school and community events and personal experiences, using a few short paragraphs, often across various time frames.	***I can*** tell stories about school and community events and personal experiences, using paragraphs across major time frames.	***I can*** tell stories based on concrete experiences in academic, social, and professional topics of interest, using organized paragraphs across major time frames.	***I can*** give complex detailed narrations beyond the concrete, often addressing abstract experiences or hypothetical issues.	***I can*** present clearly-articulated, coherent and detailed narrations on complex, abstract issues and hypothetical issues.	***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.

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

PERFORMANCE INDICATORS			PERFORMANCE INDICATORS			PERFORMANCE INDICATORS			PERFORMANCE INDICATOR	PERFORMANCE INDICATOR
LOW	MID	HIGH	LOW	MID	HIGH	LOW	MID	HIGH		
I can express my likes and dislikes using practiced or memorized words and phrases, with the help of gestures or visuals.	***I can*** express my likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases and simple sentences	***I can*** express my preferences on familiar and everyday topics of interest, using simple sentences most of the time.	***I can*** express my preferences on familiar and everyday topics of interest and explain why I feel that way, using simple sentences.	***I can*** state my viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences.	***I can*** state my viewpoint on familiar or researched topics and provide reasons to support it, using a few short paragraphs, often across various time frames.	***I can*** state a viewpoint with supporting evidence on some concrete academic, social and professional topics of interest using paragraphs across major time frames.	***I can*** present an argument with supporting evidence, based on a variety of concrete academic, social and professional topics of interest, using organized paragraphs across major time frames.	***I can*** clearly and accurately present an argument with supporting evidence on complex concrete issues, and often deal with related issues hypothetically.	***I can*** deliver a clearly articulated and well-structured argument, refute counterarguments, and give extensive supporting evidence on abstract or hypothetical issues and ideas, ranging from broad general interests to areas of specialized expertise.	***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.

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

PERFORMANCE INDICATORS			PERFORMANCE INDICATORS			PERFORMANCE INDICATORS			PERFORMANCE INDICATOR	PERFORMANCE INDICATOR
LOW	MID	HIGH	LOW	MID	HIGH	LOW	MID	HIGH		
I can name very familiar people, places, and objects using practiced or memorized words and phrases, with the help of gestures or visuals.	***I can*** present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases and simple sentences.	***I can*** present on familiar and everyday topics, using simple sentences most of the time.	***I can*** present on familiar and everyday topics, using simple sentences.	***I can*** give straightforward presentations on a variety of familiar topics and some concrete topics I have researched, using sentences and series of connected sentences.	***I can*** give detailed presentations on a variety of familiar topics and some concrete topics I have researched, using a few short paragraphs, often across various time frames.	***I can*** deliver presentations on some concrete academic, social and professional topics of interest, using paragraphs across major time frames.	***I can*** deliver detailed presentations and elaborate on a variety of concrete academic, social and professional topics of interest, using organized paragraphs across major time frames.	***I can*** deliver cohesive presentations on a variety of complex concrete topics related to community interests and some specialized fields, and often deal with related issues hypothetically.	***I can*** deliver clearly articulated and well-structured presentations to various audiences on abstract or hypothetical issues and ideas, ranging from broad general interests to areas of specialized expertise.	***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.

NCSSFL-ACTFL CAN-DO STATEMENTS

INTERCULTURAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

INVESTIGATE

Investigate Products And Practices To Understand Cultural Perspectives

PROFICIENCY BENCHMARKS

NOVICE	INTERMEDIATE	ADVANCED	SUPERIOR	DISTINGUISHED
In my own and other cultures ***I can*** identify products and practices to help me understand perspectives.	In my own and other cultures ***I can*** make comparisons between products and practices to help me understand perspectives.	In my own and other cultures ***I can*** explain some diversity among products and practices and how it relates to perspectives.	In my own and other cultures ***I can*** suspend judgment while critically examining products, practices, and perspectives.	In my own and other cultures ***I can*** objectively evaluate products and practices and mediate perspectives.

PERFORMANCE INDICATORS

	NOVICE	INTERMEDIATE	ADVANCED	SUPERIOR	DISTINGUISHED
PRODUCTS	In my own and other cultures ***I can*** identify some typical products related to familiar everyday life.	In my own and other cultures ***I can*** compare products related to everyday life and personal interests or studies.	In my own and other cultures ***I can*** explain how a variety of products of public and personal interest are related to perspectives.	In my own and other cultures ***I can*** analyze how products of personal and public interest are related to perspectives.	In my own and other cultures ***I can*** evaluate a wide range of concrete and abstract products from different viewpoints.
PRACTICES	In my own and other cultures ***I can*** identify some typical practices related to familiar everyday life.	In my own and other cultures ***I can*** compare practices related to everyday life and personal interests or studies.	In my own and other cultures ***I can*** explain how a variety of practices within familiar and social situations are related to perspectives.	In my own and other cultures ***I can*** analyze how practices within informal and formal situations are related to perspectives.	In my own and other cultures ***I can*** evaluate a wide range of concrete and abstract practices from different viewpoints.

INTERACT

Interact With Others In And From Another Culture

PROFICIENCY BENCHMARKS

NOVICE	INTERMEDIATE	ADVANCED	SUPERIOR	DISTINGUISHED
I can interact at a survival level in some familiar everyday contexts.	***I can*** interact at a functional level in some familiar contexts.	***I can*** interact at a competent level in familiar and some unfamiliar contexts.	***I can*** interact in complex situations to ensure a shared understanding of culture.	***I can*** engage with complexity and pluricultural identities and serve as a mediator between and among cultures.

PERFORMANCE INDICATORS

	NOVICE	INTERMEDIATE	ADVANCED	SUPERIOR	DISTINGUISHED
LANGUAGE	***I can*** communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness.	***I can*** converse with peers from the target culture in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences.	***I can*** converse comfortably with others from the target culture in familiar and some unfamiliar situations and show some understanding of cultural differences.	***I can*** suspend judgement, adapt my language, and make appropriate cultural references when interacting with others from the target culture in social and professional situations.	***I can*** show empathy and cultural sophistication in my language when interacting in social, academic or professional situations with others from the target culture.
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, use appropriate learned behaviors and avoid major social blunders.	***I can*** demonstrate awareness of subtle differences among cultural behaviors and adjust my behavior accordingly in familiar and some unfamiliar situations.	***I can*** adhere to basic social and professional norms and etiquette, read nonverbal cues and adjust my behavior in complicated situations.	***I can*** transition smoothly from formal to informal styles of behavior, respond effectively to nonverbal cues and mediate situations of cultural misunderstanding with empathy.

NCSSFL-ACTFL CAN-DO STATEMENTS

PROFICIENCY BENCHMARKS

	NOVICE PROFICIENCY BENCHMARK	**INTERMEDIATE** PROFICIENCY BENCHMARK
COMMUNICATION		
INTERPRETIVE	***I can*** identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.	***I can*** understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
INTERPERSONAL	***I can*** communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.	***I can*** participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.
PRESENTATIONAL	***I can*** present 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*** communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.
INTERCULTURAL COMMUNICATION		
INVESTIGATE	In my own and other cultures ***I can*** identify products and practices to help me understand perspectives.	In my own and other cultures ***I can*** make comparisons between products and practices to help me understand perspectives.
INTERACT	***I can*** interact at a survival level in some familiar everyday contexts.	***I can*** interact at a functional level in some familiar contexts.

INTERPRETIVE COMMUNICATION
PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

NOVICE

PROFICIENCY BENCHMARK

I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.

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

PERFORMANCE INDICATORS

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can identify memorized or familiar words when they are supported by gestures or visuals in informational texts.	***I can*** identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in informational texts.	***I can*** identify the topic and some isolated facts from simple sentences in informational texts.

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

PERFORMANCE INDICATORS

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can identify memorized or familiar words when they are supported by gestures or visuals in fictional texts.	***I can*** identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in fictional texts.	***I can*** identify the topic and some isolated elements from simple sentences in short fictional texts.

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

PERFORMANCE INDICATORS

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can understand memorized or familiar words when they are supported by gestures or visuals in conversations.	***I can*** identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in conversations.	***I can*** understand familiar questions and statements from simple sentences in conversations.

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 knowledge

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.

INTERPERSONAL COMMUNICATION
PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

NOVICE

PROFICIENCY BENCHMARK
I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.

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

PERFORMANCE INDICATORS		
NOVICE LOW	**NOVICE MID**	**NOVICE HIGH**
I can provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals.	***I can*** request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.	***I can*** 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.

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

PERFORMANCE INDICATORS		
NOVICE LOW	**NOVICE MID**	**NOVICE HIGH**
I can express some basic needs, using practiced or memorized words and phrases, with the help of gestures or visuals.	***I can*** express basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.	***I can*** interact with others to meet my basic needs related to routine everyday activities, using simple sentences and questions most of the time.

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

PERFORMANCE INDICATORS		
NOVICE LOW	**NOVICE MID**	**NOVICE HIGH**
I can express basic preferences or feelings, using practiced or memorized words and phrases, with the help of gestures or visuals.	***I can*** express my own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.	***I can*** express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic.

PRESENTATIONAL COMMUNICATION
PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

NOVICE

PROFICIENCY BENCHMARK
I can present 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.

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

PERFORMANCE INDICATORS		
NOVICE LOW	**NOVICE MID**	**NOVICE HIGH**
I can introduce myself using practiced or memorized words and phrases, with the help of gestures or visuals.	***I can*** present information about myself, my interests and my activities using a mixture of practiced or memorized words, phrases and simple sentences.	***I can*** present personal information about my life and activities, using simple sentences most of the time.

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

PERFORMANCE INDICATORS		
NOVICE LOW	**NOVICE MID**	**NOVICE HIGH**
I can express my likes and dislikes using practiced or memorized words and phrases, with the help of gestures or visuals.	***I can*** express my likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases and simple sentences	***I can*** express my preferences on familiar and everyday topics of interest, using simple sentences most of the time.

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

PERFORMANCE INDICATORS		
NOVICE LOW	**NOVICE MID**	**NOVICE HIGH**
I can name very familiar people, places, and objects using practiced or memorized words and phrases, with the help of gestures or visuals.	***I can*** present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases and simple sentences.	***I can*** present on familiar and everyday topics, using simple sentences most of the time.

INTERCULTURAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

	NOVICE	INTERMEDIATE
	PROFICIENCY BENCHMARK	PROFICIENCY BENCHMARK
INVESTIGATE Investigate Products And Practices To Understand Cultural Perspectives	In my own and other cultures ***I can*** identify products and practices to help me understand perspectives.	In my own and other cultures ***I can*** make comparisons between products and practices to help me understand perspectives.

	PERFORMANCE INDICATORS	PERFORMANCE INDICATORS
PRODUCTS	In my own and other cultures ***I can*** identify some typical products related to familiar everyday life.	In my own and other cultures ***I can*** compare products related to everyday life and personal interests or studies.
PRACTICES	In my own and other cultures ***I can*** identify some typical practices related to familiar everyday life.	In my own and other cultures ***I can*** compare practices related to everyday life and personal interests or studies.

	PROFICIENCY BENCHMARK	PROFICIENCY BENCHMARK
INTERACT Interact With Others In And From Another Culture	***I can*** interact at a survival level in some familiar everyday contexts.	***I can*** interact at a functional level in some familiar contexts.

	PERFORMANCE INDICATORS	PERFORMANCE INDICATORS
LANGUAGE	***I can*** communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness.	***I can*** converse with peers from the target culture in familiar situations at school, work, or play, and show interest in basic 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, use appropriate learned behaviors and avoid major social blunders.

INTERPRETIVE COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

NOVICE

PROFICIENCY BENCHMARK

I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.

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

PERFORMANCE INDICATORS

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can identify memorized or familiar words when they are supported by gestures or visuals in informational texts.	***I can*** identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in informational texts.	***I can*** identify the topic and some isolated facts from simple sentences in informational texts.

EXAMPLES: Written

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can… (customize with specific content).	***I can… (customize with specific content).***	***I can… (customize with specific content).***
I can identify some locations or stores by their signs.	***I can*** identify nutritional categories on food labels.	***I can*** follow directions in a Scavenger Hunt game
I can match a word or character in a headline to a supporting visual.	***I can*** identify names of classes and their locations on a class schedule.	***I can*** understand a variety of simple messages on greeting cards.
I can recognize some names of cities on a map.	***I can*** identify my departure and arrival times from a transportation schedule.	***I can*** select a movie based on a short description.
I can identify labeled aisles in a store.	***I can*** understand what information is provided on a student ID card.	***I can*** understand someone's profile on a social media site.
I can recognize the labels on a recycling bin.	***I can*** understand subject-specific terms on a word wall.	***I can*** understand some facts about the weather especially when weather symbols are used.

EXAMPLES: Spoken, Viewed or Signed

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can… (customize with specific content).	***I can… (customize with specific content).***	***I can… (customize with specific content).***
I can recognize familiar names of people and places in a public announcement.	***I can*** understand the time announced for a store closing.	***I can*** understand the name of a product, the cost, and where to buy it from a radio ad.
I can understand simple directions to a familiar place.	***I can*** understand directions for setting the table.	***I can*** understand who to pick up and where to take them from a friend's voicemail.
I can follow instructions for simple class routines.	***I can*** follow directions to fill out a simple graphic organizer.	***I can*** follow a YouTube video on how to play a simple game.
I can understand names and titles when speakers are introduced.	***I can*** understand the names of the planets in a science class.	***I can*** understand an emergency alert during a TV show.
I can understand a cell phone number.	***I can*** recognize some weather expressions in a forecast.	***I can*** understand when a sports announcer introduces the team players.

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 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.

INTERPRETIVE COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

NOVICE

PROFICIENCY BENCHMARK

I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.

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

PERFORMANCE INDICATORS

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can identify memorized or familiar words when they are supported by gestures or visuals in fictional texts.	***I can*** identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in fictional texts.	***I can*** identify the topic and some isolated elements from simple sentences in short fictional texts.

EXAMPLES: Written

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can… (customize with specific content).	***I can… (customize with specific content).***	***I can… (customize with specific content).***
I can recognize a few individual written words in the title of a story.	***I can*** identify some phrases describing a character in a story.	***I can*** identify the topic of a short story.
I can recognize a few individual written words in a picture book.	***I can*** identify some phrases in captions from pictures in a book.	***I can*** identify the topic of a poem.
I can recognize a few individual words in a poem.	***I can*** recognize a familiar memorized line from a poem.	***I can*** identify some of the events in a fairy tale.
I can recognize a character's' name in a folk tale.	***I can*** recognize some events from a story timeline.	***I can*** identify some of the traits of a superhero as described in a comic book.
I can recognize common opening and closing words of a fairy tale.	***I can*** recognize a song's common one-line refrain.	***I can*** identify some actions described in a scene from a play.

EXAMPLES: Spoken, Viewed or Signed

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can… (customize with specific content).	***I can… (customize with specific content).***	***I can… (customize with specific content).***
I can recognize a few individual words of a read aloud story.	***I can*** identify some phrases describing a character in a story.	***I can*** identify where and when a read aloud story takes place.
I can recognize a few individual words in a read aloud poem.	***I can*** identify some phrases from a read aloud story.	***I can*** identify how to get to the next level when playing a video game.
I can recognize a character's name in a folk tale.	***I can*** recognize a familiar memorized line from a poem.	***I can*** identify some of the events in a videostreamed show.
I can recognize common opening and closing words in oral storytelling.	***I can*** recognize some events from a cartoon.	***I can*** identify some of the traits of a superhero described in video comic books.
I can recognize a few familiar words from a music video.	***I can*** recognize a song's common one-line refrain.	***I can*** identify some actions described in a scene from a movie.

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 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.

INTERPRETIVE COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

NOVICE

PROFICIENCY BENCHMARK

I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.

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

PERFORMANCE INDICATORS

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can understand memorized or familiar words when they are supported by gestures or visuals in conversations.	***I can*** identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in conversations.	***I can*** understand familiar questions and statements from simple sentences in conversations.

EXAMPLES: Written

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can… (customize with specific content).	***I can… (customize with specific content).***	***I can… (customize with specific content).***
I can recognize names and titles in an email introduction.	***I can*** recognize dates in an email message.	***I can*** understand someone's simple descriptions of a photo on Instagram.
I can recognize familiar place names in a brochure.	***I can*** recognize very common abbreviations in a text message.	***I can*** understand questions about class schedules in a text message.
I can recognize greetings and leave taking words in an email.	***I can*** recognize whether a correspondence is formal or informal.	***I can*** understand simple feedback on a homework assignment.
I can recognize salutation words in a business letter.	***I can*** understand the time in a meeting request.	***I can*** understand simple questions about family in correspondence among an e-pals.
I can recognize question words in a text message.	***I can*** understand familiar directions on a mobile app.	***I can*** understand simple questions in a chat room.

EXAMPLES: Spoken, Viewed or Signed

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can… (customize with specific content).	***I can… (customize with specific content).***	***I can… (customize with specific content).***
I can recognize when greetings and leave-taking are expressed.	***I can*** understand when someone asks a person's name.	***I can*** sometimes understand to whom people are directing their conversation.
I can recognize peoples' names and their titles when they are introduced.	***I can*** recognize a time or date when plans for an event are discussed.	***I can*** understand someone's simple descriptions of a photo.
I can recognize a few individual question words in a conversation among visitors in school.	***I can*** recognize some common expressions when people are discussing the weather.	***I can*** understand questions about someone's social schedule.
I can recognize familiar names of places discussed on a tour.	***I can*** understand simple instructions given by a parent to a child on the playground.	***I can*** understand simple compliments given to a hostess.
I can understand simple words of praise by a teacher to a student.	***I can*** understand the difference between a spoken statement and question in peoples' conversations.	***I can*** understand simple questions a guest asks about family.

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 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.

INTERPERSONAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

NOVICE

PROFICIENCY BENCHMARK

I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.

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

PERFORMANCE INDICATORS

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals.	***I can*** request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.	***I can*** 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.

EXAMPLES: Speaking/Listening or Signing

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can… (customize with specific content).	***I can… (customize with specific content).***	***I can… (customize with specific content).***
I can introduce myself when I meet people.	***I can*** ask who, what, where, or when questions about a party.	***I can*** exchange information about things to do in my town.
I can answer questions about who is in my family.	***I can*** respond to a math question reciting a simple mathematical operation (e.g., 2 times 3 is 6).	***I can*** exchange information about which classes are harder or easier than others and why.
I can answer questions about my favorite weekend activities.	***I can*** contribute to a conversation about music styles by giving an example of a style I like.	***I can*** ask and respond to some simple questions about a scientific infographic.
I can respond to a basic math question using numbers.	***I can*** share the time and date of an upcoming community event.	***I can*** contribute to a conversation about a story by identifying who, what, when, and where.
I can respond when asked to name the style of music I am playing.	***I can*** interact with a partner to complete a "fill-in-the-blank" worksheet in a science class.	***I can*** ask and answer questions about a job opening.

EXAMPLES: Writing/Reading

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can… (customize with specific content).	***I can… (customize with specific content).***	***I can… (customize with specific content).***
I can respond to personal questions such as my name, age, or family in an online forum.	***I can*** ask and answer questions about school, food, or hobbies in an online conversation.	***I can*** exchange information about what I do for fun with an ePal.
I can fill out an online form to provide my class schedule.	***I can*** text questions and answers about the type of restaurant we plan to go to tonight.	***I can*** exchange texts with a friend about local music venues.
I can fill in a chat box by answering who, what, where and or when questions.	***I can*** respond to an e-invitation and ask questions about the event.	***I can*** respond to an email about a sporting event I attended.
I can text a friend the time and day we plan to meet.	***I can*** write a post-it note in response to a discussion question.	***I can*** write a response to an e-card greeting.
I can respond to a text message that asks where I am going.	***I can*** text a backroom chat response.	***I can*** exchange information about the latest video game in an online chat.

INTERPERSONAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

NOVICE

PROFICIENCY BENCHMARK

I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.

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

PERFORMANCE INDICATORS

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can express some basic needs, using practiced or memorized words and phrases, with the help of gestures or visuals.	***I can*** express basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.	***I can*** interact with others to meet my basic needs related to routine everyday activities, using simple sentences and questions most of the time.

EXAMPLES: Speaking/Listening or Signing

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can… (customize with specific content).	***I can… (customize with specific content).***	***I can… (customize with specific content).***
I can tell someone my name.	***I can*** introduce someone else and ask related questions.	***I can*** ask for directions when I'm lost.
I can greet and take leave in a polite way.	***I can*** say that I am hungry, cold, or tired and ask others.	***I can*** interact with a partner to plan who will do what for an upcoming project, and when.
I can tell the customs official which countries I visited.	***I can*** ask and answer questions about homework.	***I can*** exchange advice to choose an outfit for an event.
I can tell someone whether or not I understand them.	***I can*** politely ask someone to repeat something I did not understand.	***I can*** confirm with my partner the time, place and reason for a meeting.
I can say how much money I need to pay for my lunch.	***I can*** ask and understand how much something costs.	***I can*** interact with a partner to decide whether to cancel an event given the weather forecast.

EXAMPLES: Writing/Reading

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can… (customize with specific content).	***I can… (customize with specific content).***	***I can… (customize with specific content).***
I can introduce myself on an online site.	***I can*** respond to online survey questions to say where I want to study abroad and when.	***I can*** interact online to ask and answer questions about a homework assignment.
I can enter a word in an online Scrabble game.	***I can*** add personalized birthday wishes to a friend on a social media site.	***I can*** make plans for a picnic with others via text messages.
I can respond with the appropriate greeting to a text message.	***I can*** respond to a text message asking for an alternative day/time for an appointment.	***I can*** text my friend to bring me something from a restaurant and answer my friend's questions.
I can add happy birthday to a social media post.	***I can*** ask questions to the online sales rep about an item.	***I can*** exchange messages to set up the steps for an experiment.
I can reply to a message asking the price for a service.	***I can*** participate in an online exchange to get ready for an upcoming trip.	***I can*** exchange information with a doctor's office to prepare for an upcoming appointment.

INTERPERSONAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

NOVICE

PROFICIENCY BENCHMARK

I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.

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

PERFORMANCE INDICATORS

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can express basic preferences or feelings, using practiced or memorized words and phrases, with the help of gestures or visuals.	***I can*** express my own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.	***I can*** express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic.

EXAMPLES: Speaking/Listening or Signing

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can… (customize with specific content).	***I can… (customize with specific content).***	***I can… (customize with specific content).***
I can say if I feel well, so-so, or sick.	***I can*** exchange preferences with my friends about our likes and dislikes.	***I can*** exchange with others some ideas about ways to stay healthy.
I can identify my favorite people, places, or things from a list.	***I can*** ask and answer questions about what kinds of chores are easier or more enjoyable.	***I can*** exchange recommendations about the best apps for different purposes.
I can say what sport I play.	***I can*** add to a conversation what I like and dislike about having a pet.	***I can*** interact with friends to identify kinds of photos I think are appropriate to post on social media.
I can say what food I like or dislike.	***I can*** exchange preferences about which subjects I like or dislike.	***I can*** compare schedules with a friend to identify who has a harder week ahead.
I can say if I agree with someone about basic preferences.	***I can*** ask and answer questions about favorite singers.	***I can*** exchange opinions about my school's cafeteria food.

EXAMPLES: Writing/Reading

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can… (customize with specific content).	***I can… (customize with specific content).***	***I can… (customize with specific content).***
I can respond to a social media site about best restaurants or best sports teams, indicating approval or disapproval.	***I can*** choose answers on an online personality survey.	***I can*** craft a response to a blog post about movie recommendations.
I can text my friend about where I prefer to meet and when.	***I can*** post clothing photos on a social media site and ask advice about which to buy.	***I can*** ask and react to a friend's post on a social media site.
I can text someone what I prefer for dinner tonight.	***I can*** read a note from my roommate about evening plans and write a short response.	***I can*** exchange with visitors on a shared Wiki preferences of things to do.
I can choose my preference for clothing brands on an online survey.	***I can*** tweet my opinion about a new movie in response to other tweets.	***I can*** add my comments to those of others about something I read on a forum about sports.
I can complete a simple survey to identify what I like and don't like about a store or service.	***I can*** react to my classmates' posts on an online learning tool.	***I can*** exchange preferences in video games on a gaming site.

PRESENTATIONAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

NOVICE

PROFICIENCY BENCHMARK

I can present 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.

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

PERFORMANCE INDICATORS

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can introduce myself using practiced or memorized words and phrases, with the help of gestures or visuals.	***I can*** present information about myself, my interests and my activities using a mixture of practiced or memorized words, phrases and simple sentences.	***I can*** present personal information about my life and activities, using simple sentences most of the time.

EXAMPLES: Speaking or Signing

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can… (customize with specific content).	***I can… (customize with specific content).***	***I can… (customize with specific content).***
I can say my name, age, and where I live to introduce myself.	***I can*** name my family members, their ages, their relationships to me, and what they like to do.	***I can*** identify whom I and people in other cultures consider to be part of the family, using a few simple details.
I can say my phone number, home address, and email address.	***I can*** state a few personality or physical characteristics of a hero of mine.	***I can*** describe where I work and what I do.
I can say some activities I do every day.	***I can*** identify parts of my house, my school or my place of work.	***I can*** tell a peer or colleague what I did this weekend.
I can tell the names of places I go on the weekend.	***I can*** name places in my community, town, city, state or country.	***I can*** give biographical information about others.
I can state my physical or personality traits.	***I can*** tell someone my activities and schedule for the day.	***I can*** give some simple reasons why I am late for an appointment.

EXAMPLES: Writing

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can… (customize with specific content).	***I can… (customize with specific content).***	***I can… (customize with specific content).***
I can write my name, age, and where I live on a simple form.	***I can*** caption a photo with my family members' names, ages, relationship to me, and what they like to do.	***I can*** identify whom I and people in other cultures consider to be part of the family, using a few simple details.
I can write my phone number, home address, and email address on a simple form.	***I can*** write about what I look like so that someone can recognize me.	***I can*** write a short note, text or email to my friend about upcoming plans.
I can write how I'm feeling in a short journal entry.	***I can*** write the physical or personality traits of a character in a book.	***I can*** write information about my daily life in a letter, blog, discussion board or email message.
I can write a list of what I need to pack for an upcoming trip.	***I can*** list my classes or work activities and tell what time they start and end.	***I can*** write about a field trip, an event or an activity that I participated in.
I can write a shopping list of what I need to buy.	***I can*** list my weekend activities and who does them with me.	***I can*** write the sequence of events from a story I've read or a video I've seen.

PRESENTATIONAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

NOVICE

PROFICIENCY BENCHMARK

I can present 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.

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

PERFORMANCE INDICATORS

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can express my likes and dislikes using practiced or memorized words and phrases, with the help of gestures or visuals.	***I can*** express my likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases and simple sentences	***I can*** express my preferences on familiar and everyday topics of interest, using simple sentences most of the time.

EXAMPLES: Speaking or Signing

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can… (customize with specific content).	***I can… (customize with specific content).***	***I can… (customize with specific content).***
I can list places I like to go to see art or listen to music.	***I can*** tell where I like to go to see art or listen to music.	***I can*** recommend places to experience a variety of art and music styles.
I can tell sports I like or don't like.	***I can*** say how much I like or don't like certain foods.	***I can*** tell about my favorite actor or author.
I can say names of my favorite animals based on pictures I see.	***I can*** state my favorite free-time activities and those I don't like.	***I can*** tell about others' likes and dislikes.
I can look at pictures on a menu and name foods based on my likes and dislikes.	***I can*** state which actor or author I like the best.	***I can*** present a brief description of a website I find useful.
I can state some activities which I enjoy.	***I can*** say which school subjects are my most and least favorite.	***I can*** give a few details about my favorite restaurant.

EXAMPLES: Writing

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can… (customize with specific content).	***I can… (customize with specific content).***	***I can… (customize with specific content).***
I can list places I like to go to see art or listen to music.	***I can*** write where I go to see art or listen to music.	***I can*** recommend places to experience a variety of art and music styles.
I can create a simple chart of a few things I like and dislike.	***I can*** write how much I like or don't like certain sports.	***I can*** write about others' likes and dislikes in order to form a team or work group.
I can label the things I like and don't like in a picture.	***I can*** create a bulleted list telling why a class is my favorite.	***I can*** create a slogan and short description for an advertisement.
I can write a list of desirable and undesirable characteristics of a friend.	***I can*** write a rank ordered list of my favorite and least favorite free-time activities.	***I can*** write a description of my favorite character from a story.
I can list my favorite free-time activities to create a survey for my peers.	***I can*** caption pictures of what I consider to be good and bad lunch options.	***I can*** make a simple poster to campaign for a person or event.

PRESENTATIONAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

NOVICE

PROFICIENCY BENCHMARK

I can present 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.

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

PERFORMANCE INDICATORS

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can name very familiar people, places, and objects using practiced or memorized words and phrases, with the help of gestures or visuals.	***I can*** present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases and simple sentences.	***I can*** present on familiar and everyday topics, using simple sentences most of the time.

EXAMPLES: Speaking or Signing

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can… (customize with specific content).	***I can… (customize with specific content).***	***I can… (customize with specific content).***
I can name items I see every day.	***I can*** give some simple information about my classroom or school.	***I can*** identify some elements of a classroom, a school schedule or levels of schooling.
I can name some countries on a map when planning a trip.	***I can*** give some simple information about animals, foods or sports based on pictures or photos.	***I can*** present information on something I learned about in a class or at work.
I can name some famous landmarks and people.	***I can*** tell the location of a city relative to another city on a map. ***I can*** present simple information about my town or city.	***I can*** describe a simple process such as how to make something or the steps of a science experiment.
I can say numbers from 1-10.	***I can*** give some simple information about historical figures based on pictures or photos.	***I can*** describe a simple routine such as getting lunch in a cafeteria or restaurant.
I can say the date and the day of the week.		***I can*** give simple directions to a nearby location.

EXAMPLES: Writing

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can… (customize with specific content).	***I can… (customize with specific content).***	***I can… (customize with specific content).***
I can label familiar people, places, and objects in pictures and posters.	***I can*** write some simple information about my classroom or school.	***I can*** identify in writing some elements of a classroom, a school schedule, or levels of schooling.
I can fill out a simple form with my name, address, phone number, birth date, and nationality.	***I can*** write some simple details about animals, foods, historical figures, or sports based on pictures or photos.	***I can*** write a simple process such as how to solve a math problem.
I can copy a simple phrase like "Happy Birthday," "Happy Holidays," etc.	***I can*** list my daily activities.	***I can*** write simple captions for pictures or photos.
I can write the names of places on a map.	***I can*** write a to-do list.	***I can*** write simple directions to a nearby location.
I can list items I see every day.	***I can*** fill out a simple schedule.	***I can*** write an email requesting more information about something I found online such as a local event or student organization.

INTERCULTURAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

NOVICE

INVESTIGATE Investigate Products And Practices To Understand Cultural Perspectives	PROFICIENCY BENCHMARK	
	In my own and other cultures ***I can*** identify products and practices to help me understand perspectives.	
		PERFORMANCE INDICATORS
	PRODUCTS	In my own and other cultures ***I can*** identify some typical products related to familiar everyday life.
	PRACTICES	In my own and other cultures ***I can*** identify some typical practices related to familiar everyday life.

INTERACT Interact With Others In And From Another Culture	PROFICIENCY BENCHMARK	
	I can interact at a survival level in some familiar everyday contexts.	
		PERFORMANCE INDICATORS
	LANGUAGE	***I can*** communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness.
	BEHAVIOR	***I can*** use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.

EXAMPLES: Linking Investigation and Interaction

I can… (customize with specific content).

INVESTIGATE	In my own and other cultures ***I can*** identify locations to buy something and how culture affects where people shop.
INTERACT	***I can*** use rehearsed behaviors when shopping in a familiar type of store.
INVESTIGATE	In my own and other cultures ***I can*** identify familiar landmarks and monuments and what they represent to people.
INTERACT	***I can*** act appropriately when purchasing an entrance ticket to a landmark or historical site.
INVESTIGATE	In my own and other cultures ***I can*** identify some elements of a classroom, a school schedule, or levels of schooling and how they reflect the culture.
INTERACT	***I can*** answer simple questions about my study abroad plans.
INVESTIGATE	In my own and other cultures ***I can*** interpret simple schedules and consider how people think about time.
INTERACT	***I can*** schedule a call or video conference with a peer in the target culture with awareness of time differences and the other's schedules.
INVESTIGATE	In my own and other cultures ***I can*** identify some artists and musicians, their styles and contributions.
INTERACT	***I can*** recommend sites to experience a variety of local art and music styles.
INVESTIGATE	In my own and other cultures ***I can*** identify geographical forms and how they affect a country's natural resources.
INTERACT	***I can*** work with a peer in another culture to create a digital presentation on each country's natural resources.
INVESTIGATE	In my own and other cultures ***I can*** identify examples of entertainment, social media and literature and peoples' attitudes toward them.
INTERACT	***I can*** use some Internet slang abbreviations to communicate a short message through social media.
INVESTIGATE	In my own and other cultures ***I can*** identify some products that reveal a stereotype or exaggerated view of a culture.
INTERACT	***I can*** work with a peer in the target culture to create posters exposing stereotyped images of each others' countries.
INVESTIGATE	In my own and other cultures ***I can*** identify some traditional products and show how and why they are globalized such as fast food, jeans, or social media.
INTERACT	***I can*** share with peers in another culture restaurants and foods that might be familiar to them.

INTERCULTURAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

NOVICE

INVESTIGATE Investigate Products And Practices To Understand Cultural Perspectives	PROFICIENCY BENCHMARK	
	In my own and other cultures ***I can*** identify products and practices to help me understand perspectives.	
		PERFORMANCE INDICATORS
	PRODUCTS	In my own and other cultures ***I can*** identify some typical products related to familiar everyday life.
	PRACTICES	In my own and other cultures ***I can*** identify some typical practices related to familiar everyday life.

INTERACT Interact With Others In And From Another Culture	PROFICIENCY BENCHMARK	
	I can interact at a survival level in some familiar everyday contexts.	
		PERFORMANCE INDICATORS
	LANGUAGE	***I can*** communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness.
	BEHAVIOR	***I can*** use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.

EXAMPLES: Linking Investigation and Interaction

I can… (customize with specific content).

INVESTIGATE	In my own and other cultures ***I can*** identify social practices such as greetings, introductions, leave-taking and thanking people.
INTERACT	***I can*** greet and take leave from someone using polite rehearsed behaviors.
INVESTIGATE	In my own and other cultures ***I can*** identify whom people consider to be part of their family.
INTERACT	***I can*** appropriately address members of a family who represent different generations and genders.
INVESTIGATE	In my own and other cultures ***I can*** identify how people count and measure.
INTERACT	***I can*** work with a target language peer and use math skills to compare the area of our living spaces.
INVESTIGATE	In my own and other cultures ***I can*** identify how, what and why people eat what they do.
INTERACT	***I can*** act appropriately when obtaining food in familiar situations, such as grocery shopping or eating in a restaurant.
INVESTIGATE	In my own and other cultures ***I can*** identify how people use their free time and why.
INTERACT	***I can*** participate in a sport with peers of the target culture by observing and imitating them.
INVESTIGATE	In my own and other cultures ***I can*** identify how people celebrate local and national holidays or festivals.
INTERACT	***I can*** observe and imitate appropriate behaviors at a holiday or festival celebration.
INVESTIGATE	In my own and other cultures ***I can*** identify how people travel from one place to another, such as driving, taking the train or riding a bike, and why they choose to travel this way.
INTERACT	***I can*** access simple information about transportation options based on my location.
INVESTIGATE	In my own and other cultures ***I can*** identify how culture is reflected in currencies.
INTERACT	***I can*** use rehearsed behaviors when purchasing items in a familiar setting.
INVESTIGATE	In my own and other cultures ***I can*** identify some traditional practices and tell how and why they are globalized, such as the way people dress, length of school/workday or meal times.
INTERACT	***I can*** select clothing that fits in with what others are wearing.

NCSSFL-ACTFL CAN-DO STATEMENTS

PROFICIENCY BENCHMARKS

	NOVICE PROFICIENCY BENCHMARK	**INTERMEDIATE** PROFICIENCY BENCHMARK
COMMUNICATION		
INTERPRETIVE	***I can*** identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.	***I can*** understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
INTERPERSONAL	***I can*** communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.	***I can*** participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.
PRESENTATIONAL	***I can*** present 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*** communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.
INTERCULTURAL COMMUNICATION		
INVESTIGATE	In my own and other cultures ***I can*** identify products and practices to help me understand perspectives.	In my own and other cultures ***I can*** make comparisons between products and practices to help me understand perspectives.
INTERACT	***I can*** interact at a survival level in some familiar everyday contexts.	***I can*** interact at a functional level in some familiar contexts.

INTERPRETIVE COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

INTERMEDIATE

PROFICIENCY BENCHMARK
I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.

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

PERFORMANCE INDICATORS		
INTERMEDIATE LOW	**INTERMEDIATE MID**	**INTERMEDIATE HIGH**
I can identify the topic and related information from simple sentences in short informational texts.	***I can*** understand the main idea and key information in short straightforward informational texts.	***I can*** usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph-length informational texts.

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

PERFORMANCE INDICATORS		
INTERMEDIATE LOW	**INTERMEDIATE MID**	**INTERMEDIATE HIGH**
I can identify the topic and related information from simple sentences in short fictional texts.	***I can*** understand the main idea and key information in short straightforward fictional texts.	***I can*** usually follow the main story and actions expressed in various time frames in paragraph-length fictional texts.

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

PERFORMANCE INDICATORS		
INTERMEDIATE LOW	**INTERMEDIATE MID**	**INTERMEDIATE HIGH**
I can identify the main idea in short conversations.	***I can*** identify the main idea and key information in short straightforward conversations.	***I can*** usually understand the main idea and flow of events expressed in various time frames in conversations and discussions.

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 knowledge

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.

INTERPERSONAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

INTERMEDIATE

PROFICIENCY BENCHMARK
I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.

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

PERFORMANCE INDICATORS		
INTERMEDIATE LOW	**INTERMEDIATE MID**	**INTERMEDIATE HIGH**
I can request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions.	***I can*** exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions.	***I can*** exchange information in conversations and some discussions on a variety of familiar and some concrete topics that I have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.

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

PERFORMANCE INDICATORS		
INTERMEDIATE LOW	**INTERMEDIATE MID**	**INTERMEDIATE HIGH**
I can interact with others to meet my basic needs in familiar situations by creating simple sentences and asking appropriate follow-up questions.	***I can*** interact with others to meet my needs in a variety of familiar situations, creating sentences and series of sentences and asking a variety of follow-up questions.	***I can*** interact with others to meet my needs in a variety of situations, sometimes involving a complication, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.

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

PERFORMANCE INDICATORS		
INTERMEDIATE LOW	**INTERMEDIATE MID**	**INTERMEDIATE HIGH**
I can express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions.	***I can*** exchange preferences, feelings, or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and asking a variety of follow-up questions.	***I can*** explain preferences, opinions, and emotions and provide advice on a variety of familiar and some concrete topics that I have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.

PRESENTATIONAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

INTERMEDIATE

PROFICIENCY BENCHMARK
I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.

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

PERFORMANCE INDICATORS		
INTERMEDIATE LOW	**INTERMEDIATE MID**	**INTERMEDIATE HIGH**
I can present personal information about my life, activities and events, using simple sentences.	***I can*** tell a story about my life, activities, events and other social experiences, using sentences and series of connected sentences.	***I can*** tell stories about school and community events and personal experiences, using a few short paragraphs, often across various time frames.

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

PERFORMANCE INDICATORS		
INTERMEDIATE LOW	**INTERMEDIATE MID**	**INTERMEDIATE HIGH**
I can express my preferences on familiar and everyday topics of interest and explain why I feel that way, using simple sentences.	***I can*** state my viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences.	***I can*** state my viewpoint on familiar or researched topics and provide reasons to support it, using a few short paragraphs, often across various time frames.

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

PERFORMANCE INDICATORS		
INTERMEDIATE LOW	**INTERMEDIATE MID**	**INTERMEDIATE HIGH**
I can present on familiar and everyday topics, using simple sentences.	***I can*** give straightforward presentations on a variety of familiar topics and some concrete topics I have researched, using sentences and series of connected sentences.	***I can*** give detailed presentations on a variety of familiar topics and some concrete topics I have researched, using a few short paragraphs, often across various time frames.

INTERCULTURAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

	NOVICE	INTERMEDIATE
	PROFICIENCY BENCHMARK	PROFICIENCY BENCHMARK
INVESTIGATE Investigate Products And Practices To Understand Cultural Perspectives	In my own and other cultures ***I can*** identify products and practices to help me understand perspectives.	In my own and other cultures ***I can*** make comparisons between products and practices to help me understand perspectives.
	PERFORMANCE INDICATORS	PERFORMANCE INDICATORS
PRODUCTS	In my own and other cultures ***I can*** identify some typical products related to familiar everyday life.	In my own and other cultures ***I can*** compare products related to everyday life and personal interests or studies.
PRACTICES	In my own and other cultures ***I can*** identify some typical practices related to familiar everyday life.	In my own and other cultures ***I can*** compare practices related to everyday life and personal interests or studies.

	PROFICIENCY BENCHMARK	PROFICIENCY BENCHMARK
INTERACT Interact With Others In And From Another Culture	***I can*** interact at a survival level in some familiar everyday contexts.	***I can*** interact at a functional level in some familiar contexts.
	PERFORMANCE INDICATORS	PERFORMANCE INDICATORS
LANGUAGE	***I can*** communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness.	***I can*** converse with peers from the target culture in familiar situations at school, work, or play, and show interest in basic 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, use appropriate learned behaviors and avoid major social blunders.

INTERPRETIVE COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

INTERMEDIATE

PROFICIENCY BENCHMARK

I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.

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

PERFORMANCE INDICATORS

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
I can identify the topic and related information from simple sentences in short informational texts.	***I can*** understand the main idea and key information in short straightforward informational texts.	***I can*** usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph-length informational texts.

EXAMPLES: Written

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
I can… (customize with specific content).	*I can… (customize with specific content).*	*I can… (customize with specific content).*
I can understand some information on job postings.	***I can*** understand the basic requirements for a career as described on a brochure.	***I can*** understand information provided in a travel guide about an historical site.
I can understand a text message from a friend about an assignment.	***I can*** understand the personal messages exchanged in an online forum.	***I can*** understand website descriptions of a Peace Corps. volunteer's daily life.
I can understand recipe recommendations on a food package.	***I can*** understand what is asked for on a simple questionnaire in a popular magazine.	***I can*** follow directions to do a science experiment.
I can understand a message on social media post.	***I can*** understand product information in an ad.	***I can*** understand the basic instructions for playing a video game.
I can understand the scheduled events of a day at summer camp.	***I can*** understand essential information in a feature story in a magazine.	***I can*** understand the main points of a blogger's posts and responses.

EXAMPLES: Spoken, Viewed or Signed

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
I can… (customize with specific content).	*I can… (customize with specific content).*	*I can… (customize with specific content).*
I can follow simple cooking directions from a YouTube video.	***I can*** understand a speaker's description of how his/her family celebrates a holiday.	***I can*** understand the recorded descriptions of avatars in a new video game.
I can understand a voicemail reminding me of the details of an appointment.	***I can*** identify the order of key events from a simple story read aloud.	***I can*** understand the directions of a GPS to a familiar location.
I can understand an announcement about a lost child in a store.	***I can*** understand a simple everyday action movie scene.	***I can*** understand the some points of a lecture on a common environmental issue.
I can understand simple questions about a science process.	***I can*** understand some basic facts reported by a witness regarding an accident.	***I can*** follow the major events of a traveler's experience narrated in a radio report.
I can understand a broadcaster's questions to participants in a political demonstration.	***I can*** understand live or recorded introductions and descriptions by students from a partner school.	***I can*** follow the master of ceremonies' congratulations and simple general comments at a special event.

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 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.

INTERPRETIVE COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

INTERMEDIATE

PROFICIENCY BENCHMARK

I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.

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

PERFORMANCE INDICATORS

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
I can identify the topic and related information from simple sentences in short fictional texts.	***I can*** understand the main idea and key information in short straightforward fictional texts.	***I can*** usually follow the main story and actions expressed in various time frames in paragraph-length fictional texts.

EXAMPLES: Written

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
I can… (customize with specific content).	*I can… (customize with specific content).*	*I can… (customize with specific content).*
I can identify some specific, predictable actions in an excerpt from a graphic novel.	***I can*** identify the beginning, middle, and end of a short story.	***I can*** identify the sequence of events in a story.
I can identify some major events in a children's storybook.	***I can*** identify the main conflict in a play.	***I can*** identify the main emotion described in the lyrics of a song.
I can understand a few lines in a song.	***I can*** understand where a scene takes place based on its description.	***I can*** follow the main plot of a detective story.
I can select a book that matches my interests from an online description.	***I can*** identify the main idea of a simple poem.	***I can*** understand the characteristics of heroes in a folk legend.
I can identify the pattern of rhymes in a nursery rhyme.	***I can*** understand the refrain of a simple song.	***I can*** understand most of what is said in a conversation among characters in a familiar play.

EXAMPLES: Spoken, Viewed or Signed

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
I can… (customize with specific content).	*I can… (customize with specific content).*	*I can… (customize with specific content).*
I can identify some specific, predictable actions from a segment of an audio book.	***I can*** identify the beginning, middle, and end of an audio short story.	***I can*** identify the sequence of events in a story.
I can identify some major events in a recorded children's story.	***I can*** identify the main conflict in a live performance of a play.	***I can*** identify the main emotion described in the lyrics of a song.
I can understand a few lines in a song.	***I can*** understand the motives of the antagonist in a thriller.	***I can*** follow the main plot of a musical production.
I can select a book that matches my interests based on an online radio streamed book review.	***I can*** identify the main idea of a simple poem at a poetry slam.	***I can*** understand the characteristics of heroes described in an oral urban legend.
I can identify the pattern of rhymes in a nursery rhyme.	***I can*** understand the meaning of the refrain of a simple song.	***I can*** understand most of what is said in a conversation among characters in a familiar play.

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 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.

INTERPRETIVE COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

INTERMEDIATE

PROFICIENCY BENCHMARK

I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.

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

PERFORMANCE INDICATORS

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
I can identify the main idea in short conversations.	***I can*** identify the main idea and key information in short straightforward conversations.	***I can*** usually understand the main idea and flow of events expressed in various time frames in conversations and discussions.

EXAMPLES: Written

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
I can… (customize with specific content).	*I can… (customize with specific content).*	*I can… (customize with specific content).*
I can understand the place, time, and purpose of a meeting discussed in online personal messages.	***I can*** understand basic questions or statements exchanged during a video conference.	***I can*** understand an interview between a celebrity and a teen reporter in a publication.
I can follow text messages among friends about what to wear for an occasion.	***I can*** understand questions about free-time activities posted by students on a partner school's Wiki.	***I can*** understand a text conversation between two friends discussing what they did last weekend.
I can understand blog responses to questions about recommendations for a restaurant.	***I can*** understand a virtual conversation to plan a collaborative project.	***I can*** understand the main points of an argument between people in a blog posting.
I can understand the purpose of personal messages on an e-card greeting.	***I can*** understand a virtual chat between a customer service representative and a customer.	***I can*** understand a written apology where someone explains why he couldn't attend a party.
I can understand someone's comments about a concert in a chatroom.	***I can*** understand a text conversation among teammates about a sporting event.	***I can*** understand peer feedback on an end-of-course project.

EXAMPLES: Spoken, Viewed or Signed

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
I can… (customize with specific content).	*I can… (customize with specific content).*	*I can… (customize with specific content).*
I can understand the place, time, and purpose that someone mentions in an invitation.	***I can*** understand basic questions or statements during a video conference with peers.	***I can*** understand an interview between a student reporter and foreign visitors about activities they have done and are planning to do while in town.
I can follow a conversation friends have about what they are wearing for an occasion.	***I can*** understand conversations by students in a partner school during a Skype call.	***I can*** understand broadcasters discussing severe weather warnings.
I can understand diners discussing what to order at a restaurant.	***I can*** understand a conversation by peers talking about a local event.	***I can*** understand a conversation two friends discussing last weekend's activities.
I can understand the purpose of a message of a recorded e-card greeting.	***I can*** understand a conversation in which speakers are making a decision for a collaborative project.	***I can*** understand simple questions posed in an interview of a celebrity.
I can understand someone's comments about a friend's date.	***I can*** understand a conversation about the cost and availability of an item between a customer and a salesperson.	***I can*** understand the main points of an argument between people in a public place.

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 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.

INTERPERSONAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

INTERMEDIATE

PROFICIENCY BENCHMARK

I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.

How can I exchange information and ideas in conversations?

PERFORMANCE INDICATORS

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
I can request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions.	***I can*** exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions.	***I can*** exchange information in conversations and some discussions on a variety of familiar and some concrete topics that I have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.

EXAMPLES: Speaking/Listening or Signing

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
I can… (customize with specific content).	*I can… (customize with specific content).*	*I can… (customize with specific content).*
I can exchange information to decide which type of transportation is best to utilize.	***I can*** exchange information to create a poster to promote recycling and the benefits of it.	***I can*** participate in a conversation to support or reject a proposed school policy.
I can exchange information about the types of music and movies people prefer.	***I can*** participate in a conversation with someone about ways to save energy.	***I can*** exchange ideas on different options after graduation.
I can participate in a conversation to compare classes and sports with peers at a partner school.	***I can*** exchange information to perform the stages of a science experiment.	***I can*** compare reactions with a peer about a recent lecture.
I can participate in a conversation with my partner about building a model for a project.	***I can*** participate in a conversation with a partner to identify the information we need to plan a trip.	***I can*** discuss information about career pathways.
I can exchange information to plan a picnic with a group of friends.	***I can*** participate in a conversation to learn about a service learning project.	***I can*** participate in conversations to compare and contrast community service or volunteer opportunities with someone from a different country.

EXAMPLES: Writing/Reading

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
I can… (customize with specific content).	*I can… (customize with specific content).*	*I can… (customize with specific content).*
I can exchange texts with a friend to provide directions to get to my house.	***I can*** exchange information in a chat room about how I celebrate my national holiday.	***I can*** participate in a chat to discuss the importance of learning another language.
I can exchange e-mail with a tour operator to find out more details about my visit.	***I can*** compare and contrast different mapping apps with people in a chat room.	***I can*** communicate online with peers in another culture to support a service learning project.
I can exchange text messages with my friend to suggest an activity for this weekend.	***I can*** respond to other people's posts about ways to stay healthy.	***I can*** exchange blog posts about environmental issues.
I can post my reaction to my friend's tweet about a concert he attended.	***I can*** exchange blog posts about raising money for a cause.	***I can*** exchange e-mail with my ePal to share pros and cons of each dorm building on my campus.
I can exchange texts with someone to get advice about what to buy a mutual friend for a birthday present.	***I can*** collaborate online with my partner to identify ways to conserve water.	***I can*** exchange ideas for a collaborative project in an online news group.

INTERPERSONAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

INTERMEDIATE

PROFICIENCY BENCHMARK

I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.

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

PERFORMANCE INDICATORS

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
I can interact with others to meet my basic needs in familiar situations by creating simple sentences and asking appropriate follow-up questions.	***I can*** interact with others to meet my needs in a variety of familiar situations, creating sentences and series of sentences and asking a variety of follow-up questions.	***I can*** interact with others to meet my needs in a variety of situations, sometimes involving a complication, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.

EXAMPLES: Speaking/Listening or Signing

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
I can… (customize with specific content).	***I can… (customize with specific content).***	***I can… (customize with specific content).***
I can interact to arrange a meeting.	***I can*** interact with the pharmacist to get the proper medicine.	***I can*** talk with an airline representative to make the necessary changes to an already-ticketed flight.
I can make a hotel reservation by phone.	***I can*** interact to request a repair service for a broken appliance.	***I can*** interact to schedule a make-up exam.
I can interact with the waiter to order a meal at a restaurant.	***I can*** interact to schedule an appointment in a hair salon and say what I need.	***I can*** negotiate the exchange of an item I have purchased in a store for another style.
I can interact to ask for clarification by asking specific questions.	***I can*** interact to inquire about membership to a fitness club.	***I can*** interact with the police officer to explain why I was speeding.
I can interact with others to ask for restaurant recommendations.	***I can*** interact with my friends to plan an ideal date.	***I can*** interact with my ePal to come up with various options for a class outing depending on what the weather might be.

EXAMPLES: Writing/Reading

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
I can… (customize with specific content).	***I can… (customize with specific content).***	***I can… (customize with specific content).***
I can interact online to get help related to an assignment.	***I can*** interact online with peers in another culture to finalize plans for hosting them in my community.	***I can*** interact with an advisor in another culture online to select courses that match my academic goals.
I can interact with a study abroad advisor online to select the type of housing that best fits my needs.	***I can*** exchange comments related to my edits on a friend's draft composition.	***I can*** exchange details about my preferences for the ceremony and reception to my destination wedding planner.
I can exchange messages to ask for a substitution for an online food order.	***I can*** exchange messages with my host family to learn about each other's daily routines, chores and house rules.	***I can*** chat online with a customer service representative to resolve an incorrect bill.
I can interact online with a hotel agent to inquire about their pet policy.	***I can*** exchange messages with my teacher to request an extension due to an unforeseen personal matter.	***I can*** exchange messages with the hotel receptionist to cancel my reservation and request to forgo the cancellation fee.
I can interact with potential buyers to answer questions about the item I am selling on eBay.	***I can*** exchange messages with a travel agent to switch my flight date and destination.	***I can*** respond to a series of inquiries from a potential employer as part of my application for a job.

INTERPERSONAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

INTERMEDIATE

PROFICIENCY BENCHMARK

I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.

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

PERFORMANCE INDICATORS

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
I can express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions.	***I can*** exchange preferences, feelings, or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and asking a variety of follow-up questions.	***I can*** explain preferences, opinions, and emotions and provide advice on a variety of familiar and some concrete topics that I have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.

EXAMPLES: Speaking/Listening or Signing

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
I can… (customize with specific content).	***I can… (customize with specific content).***	***I can… (customize with specific content).***
I can interact to plan a hiking trip with friends asking each one what they would like to do.	***I can*** exchange opinions related to dating practices in other countries and provide reasons.	***I can*** exchange opinions on a school policy and give reasons for why it should be changed.
I can have a conversation with others to determine how we should plan to spend our spring break.	***I can*** exchange opinions on organic vs. non-organic food.	***I can*** exchange opinions about the use of personal devices at school.
I can interact to share ideas with others about how to celebrate a friend's birthday.	***I can*** exchange opinions about movies based on books and express whether the book or the movie is better.	***I can*** outline positive and negative environmental practices in a conversation with city council representatives.
I can interact with my partner to identify points of agreement on the reasons for our science experiment results.	***I can*** exchange ideas about sports in schools in the US vs. other countries.	***I can*** exchange advice on how to be a successful learner.
I can interact to share ideas about where I would prefer to live and why.	***I can*** exchange opinions about the length of the school day or work week.	***I can*** exchange opinions about the ways we use social media in our personal and school or work lives.

EXAMPLES: Writing/Reading

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
I can… (customize with specific content).	***I can… (customize with specific content).***	***I can… (customize with specific content).***
I can exchange text messages sharing reactions to something happening in my community.	***I can*** participate in an online discussion in which people react to opportunities for part-time jobs.	***I can*** justify opinions about current trends in music in an online conversation.
I can exchange descriptions with my ePal to agree on the best places to hike in the US.	***I can*** participate in an online discussion about what kind of diet is best.	***I can*** participate in an online exchange to share my preferences in designer and ready-to-wear fashion in a consumer survey.
I can exchange online messages to trade opinions in reaction to an article about the best places to visit in my region.	***I can*** exchange opinions on a discussion board about which nominee deserves an award and why.	***I can*** exchange opinions about a product on a company's website and say why or why not to buy it.
I can chat with my ePal to discuss Americans' typical vacations.	***I can*** post a positive book review in response to a negative one.	***I can*** exchange posts that provide specific and detailed advice on a peer's draft for an article.
I can exchange advice with another online player on winning moves in a video game.	***I can*** participate in a fitness forum about staying fit without joining a gym.	***I can*** add my advice about dating "do's and don'ts" onto an online blog.

PRESENTATIONAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

INTERMEDIATE

PROFICIENCY BENCHMARK

I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.

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

PERFORMANCE INDICATORS

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
I can present personal information about my life, activities and events, using simple sentences.	***I can*** tell a story about my life, activities, events and other social experiences, using sentences and series of connected sentences.	***I can*** tell stories about school and community events and personal experiences, using a few short paragraphs, often across various time frames.

EXAMPLES: Speaking or Signing

INTERMEDIATE LOW

I can… (customize with specific content).

- ***I can*** make simple comparisons of a variety of people, including friends and family members.
- ***I can*** describe what I want or need to do on a particular day.
- ***I can*** describe what I plan to do next in my school or work life.
- ***I can*** retell a story that I've read or heard.
- ***I can*** tell the steps of an experiment I conducted.

INTERMEDIATE MID

I can… (customize with specific content).

- ***I can*** describe my plans for an upcoming family or social event.
- ***I can*** talk about an experience related to my hobbies or activities.
- ***I can*** tell a simple story about a recent project I did.
- ***I can*** tell a simple story about a childhood memory or a recent family trip or event.
- ***I can*** describe plans for an upcoming work experience.

INTERMEDIATE HIGH

I can… (customize with specific content).

- ***I can*** present a comparison between the roles of family members in my own and other cultures.
- ***I can*** tell what happened at a social event that I attended.
- ***I can*** give a short speech about goals for the future of my club or organization.
- ***I can*** present an outline of my predictions about consequences of an environmental practice.
- ***I can*** present my hypothesis about what will happen in a science experiment and provide supporting information.

EXAMPLES: Writing

INTERMEDIATE LOW

I can… (customize with specific content).

- ***I can*** write a description of the physical appearance and personality of a friend or family member.
- ***I can*** write about my role in a simple school or work routine.
- ***I can*** write my plans for an upcoming holiday, vacation, or a typical celebration.
- ***I can*** write about events that took place at school, in a workplace, or in a place I have visited.
- ***I can*** write about a simple project I completed at school or at work.

INTERMEDIATE MID

I can… (customize with specific content).

- ***I can*** write my plans for an upcoming family or social event.
- ***I can*** write about common events and daily routines at school or in my place of work.
- ***I can*** write about an experience related to my lifestyle or interests for a discussion board posting.
- ***I can*** write a simple story about a recent trip, project or childhood memory.
- ***I can*** write about personal, academic, or professional goals for a college or job application.

INTERMEDIATE HIGH

I can… (customize with specific content).

- ***I can*** write a comparison of the roles of family members, in my own and other cultures.
- ***I can*** write a series of steps needed to complete a task, such as for an experiment, community event, or fundraiser.
- ***I can*** write a description of an event that I participated in or witnessed for a newsletter.
- ***I can*** write a series of simple predictions about consequences of a particular action or practice for a community or school blog.
- ***I can*** write a hypothesis about what will happen in a science experiment and provide supporting information

PRESENTATIONAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

INTERMEDIATE

PROFICIENCY BENCHMARK

I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.

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

PERFORMANCE INDICATORS

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
I can express my preferences on familiar and everyday topics of interest and explain why I feel that way, using simple sentences.	***I can*** state my viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences.	***I can*** state my viewpoint on familiar or researched topics and provide reasons to support it, using a few short paragraphs, often across various time frames.

EXAMPLES: Speaking or Signing

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
I can… (customize with specific content).	***I can… (customize with specific content).***	***I can… (customize with specific content).***
I can give a series of reasons why an art or music style is appealing to me.	***I can*** present a review of an artwork or song and give specific reasons to support my point of view.	***I can*** give a presentation about similarities and differences between art and music festivals.
I can give a presentation recommending something I like, such as a movie, television show, famous athlete, celebrity or historical figure.	***I can*** give a presentation about a famous person or historical figure and give basic points about the merits of their contributions.	***I can*** present my reactions to a current event and explain what led to the event being in the news.
I can give a series of reasons why a book I've read was appealing to me.	***I can*** present basic points and support my position on common issues such as allowances for children, curfews for teenagers or budget-related topics.	***I can*** present and justify my point of view on current event topics such as recycling, energy conservation, or extreme weather events.
I can create and present a simple advertisement for a product or service.	***I can*** present information and support my point of view on rules or policies such as phone use, dress code or requirements for driving.	***I can*** create and present a public service announcement describing a problem and advocating for change.
I can present a series of statements supporting my hypothesis about a science concept.	***I can*** present the basic facts related to a current event and give specific reasons to support my opinion of the event, using evidence I have researched.	***I can*** make a persuasive presentation to explain why others should revisit a store or restaurant that is under new ownership.

EXAMPLES: Writing

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
I can… (customize with specific content).	***I can… (customize with specific content).***	***I can… (customize with specific content).***
I can write a series of reasons why an art or music style is appealing to me.	***I can*** write a simple review of an artwork or song and give specific reasons to support my point of view.	***I can*** write about similarities and differences between art and music festivals in my own and other cultures.
I can write to explain why others should read a book I enjoyed, citing specific reasons.	***I can*** write a short autobiographical statement for a competitive application for a study abroad program or job.	***I can*** write a summary of a social media story and share my and other's opinions about it.
I can write a recommendation of a website and give reasons why others might find it useful.	***I can*** write a simple review of a movie, book, play or exhibit.	***I can*** write a brief statement outlining the key points of my opinion on topics in my community such as water use, building a school, or the town budget.
I can provide a simple description of a field trip or work experience in an effort to persuade others to participate in the future.	***I can*** share my point of view about a cause I'm interested in and reasons to support it on a blog or a discussion forum.	***I can*** create an infographic describing the benefits of joining an organization.
I can create a simple written or graphic advertisement to encourage someone to purchase a product or service.	***I can*** write a short opinion statement about a current event I have learned about or researched.	***I can*** write advice to younger learners about why to learn an additional language.

PRESENTATIONAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

INTERMEDIATE

PROFICIENCY BENCHMARK

I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.

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

PERFORMANCE INDICATORS

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
I can present on familiar and everyday topics, using simple sentences.	***I can*** give straightforward presentations on a variety of familiar topics and some concrete topics I have researched, using sentences and series of connected sentences.	***I can*** give detailed presentations on a variety of familiar topics and some concrete topics I have researched, using a few short paragraphs, often across various time frames.

EXAMPLES: Speaking or Signing

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
I can… (customize with specific content).	***I can… (customize with specific content).***	***I can… (customize with specific content).***
I can describe a school or workplace.	***I can*** create an online video about my school or workplace.	***I can*** compare school or learning environments and curricula to determine what is valued in my own and other cultures.
I can present a brief summary of something from a book I've read.	***I can*** present a brief outline of a current or past event.	***I can*** explain the series of steps taken to complete a task or experiment and describe the results.
I can state multi-step instructions for completing a process, such as preparing a recipe.	***I can*** present about a topic from an academic subject, such as science, math, art, etc.	***I can*** leave a voicemail for someone who was absent explaining what took place in class or on the job.
I can briefly summarize or retell a story.	***I can*** describe how to plan and carry out an event in the target culture, such as a party or celebration.	***I can*** present my qualifications and goals for an academic program, training, or job.
I can give a description of a place I have visited or want to visit.	***I can*** give a brief history of a famous person, landmark, or cultural event.	***I can*** make a presentation about the history and current status of a school, organization or company.

EXAMPLES: Writing

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
I can… (customize with specific content).	***I can… (customize with specific content).***	***I can… (customize with specific content).***
I can develop a simple survey for my peers, about my school or another topic.	***I can*** write an announcement for the school newspaper or a work newsletter.	***I can*** write a comparison of school or learning environments and curricula to determine what is valued in my own and other cultures.
I can write basic instructions on how to make or do something.	***I can*** write a short report about a topic I have learned about or researched on the job or in school.	***I can*** compose communications for public distribution about the status of an ongoing event.
I can write questions to obtain additional information about something I read online.	***I can*** write an email or memo to explain or clarify something that has happened or will happen.	***I can*** summarize in an email what has been happening in the community for someone who is new or has been away.
I can write an outline or draft of a presentation that I plan to present orally.	***I can*** compose a simple letter, response, or article for a publication.	***I can*** summarize in writing a conversation or interview that I had with someone.
I can write a simple profile of a famous athlete, celebrity, or historical figure.	***I can*** write the minutes or a debrief of a club or other meeting.	***I can*** write a brief report about a topic I have learned or researched such as the importance of environmentally friendly practices.

INTERCULTURAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

INTERMEDIATE

INVESTIGATE Investigate Products And Practices To Understand Cultural Perspectives	PROFICIENCY BENCHMARK	
	In my own and other cultures ***I can*** make comparisons between products and practices to help me understand perspectives.	
		PERFORMANCE INDICATORS
	PRODUCTS	In my own and other cultures ***I can*** compare products related to everyday life and personal interests or studies.
	PRACTICES	In my own and other cultures ***I can*** compare practices related to everyday life and personal interests or studies.

INTERACT Interact With Others In And From Another Culture	PROFICIENCY BENCHMARK	
	I can interact at a functional level in some familiar contexts.	
		PERFORMANCE INDICATORS
	LANGUAGE	***I can*** converse with peers from the target culture in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences.
	BEHAVIOR	***I can*** recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders.

EXAMPLES: Linking Investigation and Interaction

I can… (customize with specific content).

INVESTIGATE	In my own and other cultures ***I can*** compare how and why houses, buildings, and towns affect lifestyles.
INTERACT	***I can*** use learned behaviors when visiting someone's home or business and notice when I make a cultural mistake.
INVESTIGATE	In my own and other cultures ***I can*** compare events and beliefs that drive the creation of a monument or the popularity of a landmark.
INTERACT	***I can*** show respect when visiting an historical site by dressing appropriately, adjusting the volume of my voice, and acting with consideration for others.
INVESTIGATE	In my own and other cultures ***I can*** compare school/learning environments and curricula to determine what is valued.
INTERACT	***I can*** meet with an advisor in the target culture to select courses that match my preferences and academic goals.
INVESTIGATE	In my own and other cultures ***I can*** compare how people express time and think about it in similar and different ways.
INTERACT	***I can*** consider socially appropriate times and punctuality when inviting someone to go out informally.
INVESTIGATE	In my own and other cultures ***I can*** compare how traditions and events influence music and art.
INTERACT	***I can*** talk about similarities and differences between art and music festivals with a peer from another culture.
INVESTIGATE	In my own and other cultures ***I can*** compare efforts people take to protect the environment.
INTERACT	***I can*** work with peers in another culture to address a local environmental issue, such as creating a recycling or composting program.
INVESTIGATE	In my own and other cultures ***I can*** tell why people think differently about entertainment, social media and literature.
INTERACT	***I can*** compare video game preferences with a peer in the target culture.
INVESTIGATE	In my own and other cultures ***I can*** compare and contrast how people label nationalities and why they do so.
INTERACT	***I can*** work with a partner class in the target culture to survey everyone's views toward yet another culture and identify common stereotypes.
INVESTIGATE	In my own and other cultures ***I can*** identify and compare the values that promote globalized products, such as efficiency and comfort.
INTERACT	***I can*** exchange information with a peer in another culture about their preferred technology for communicating.

INTERCULTURAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

INTERMEDIATE

INVESTIGATE Investigate Products And Practices To Understand Cultural Perspectives	PROFICIENCY BENCHMARK	
	In my own and other cultures ***I can*** make comparisons between products and practices to help me understand perspectives.	
		PERFORMANCE INDICATORS
	PRODUCTS	In my own and other cultures ***I can*** compare products related to everyday life and personal interests or studies.
	PRACTICES	In my own and other cultures ***I can*** compare practices related to everyday life and personal interests or studies.

INTERACT Interact With Others In And From Another Culture	PROFICIENCY BENCHMARK	
	I can interact at a functional level in some familiar contexts.	
		PERFORMANCE INDICATORS
	LANGUAGE	***I can*** converse with peers from the target culture in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences.
	BEHAVIOR	***I can*** recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders.

EXAMPLES: Linking Investigation and Interaction

I can… (customize with specific content).

INVESTIGATE	In my own and other cultures ***I can*** compare how attitudes toward informality and formality in relationships affect behavior and language.
INTERACT	***I can*** use appropriate greeting and leave taking gestures and behaviors in familiar informal and formal situations.
INVESTIGATE	In my own and other cultures ***I can*** compare the roles of family members.
INTERACT	***I can*** respond in an appropriate informal and formal manner in familiar family situations.
INVESTIGATE	In my own and other cultures ***I can*** identify differences in math operations and consider the possible cultural influences.
INTERACT	***I can*** work with a newcomer ELL and compare how we perform a particular math operation.
INVESTIGATE	In my own and other cultures ***I can*** compare how food is organized on a nation's food plate/pyramid, based on factors such as geography, economy, or attitudes toward health.
INTERACT	***I can*** demonstrate culturally appropriate behaviors as I discuss and try unfamiliar food and drink.
INVESTIGATE	In my own and other cultures ***I can*** compare how and why the options for sports and leisure activities vary depending on cultural attitudes.
INTERACT	***I can*** follow the rules and etiquette when playing a sport with peers from the target culture.
INVESTIGATE	In my own and other cultures ***I can*** identify and compare the values expressed by the ways people celebrate holidays or festivals.
INTERACT	***I can*** adjust the way I dress to make it appropriate for a celebration or event.
INVESTIGATE	In my own and other cultures ***I can*** compare how the various options for travel are determined by geography, economics, and ecology.
INTERACT	***I can*** choose an appropriate means of transportation based on my location, needs, and local options.
INVESTIGATE	In my own and other cultures ***I can*** compare how buying and selling products and services reflects local and community customs.
INTERACT	***I can*** use the currency with a clear understanding of its conversion value.
INVESTIGATE	In my own and other cultures ***I can*** identify and compare the values that promote globalized practices, such as use of time and social interaction.
INTERACT	***I can*** use technology to communicate with peers in the target culture.

NCSSFL-ACTFL CAN-DO STATEMENTS

PROFICIENCY BENCHMARKS

ADVANCED PROFICIENCY BENCHMARK	SUPERIOR PROFICIENCY BENCHMARK	DISTINGUISHED PROFICIENCY BENCHMARK	
COMMUNICATION			
I can understand the main message and supporting details on a wide variety of familiar and general interest topics across various time frames from complex, organized texts that are spoken, written, or signed.	***I can*** interpret and infer meaning from complex, academic and professional texts on a range of unfamiliar, abstract, and specialized issues that are spoken, written, or signed.	***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.	INTERPRETIVE
I can maintain spontaneous spoken, written, or signed conversations and discussions across various time frames on familiar, as well as unfamiliar, concrete topics, using series of connected sentences and probing questions.	***I can*** participate fully and effectively in spontaneous spoken, written, or signed discussions and debates on issues and ideas ranging from broad general interests to my areas of specialized expertise, including supporting arguments and exploring hypotheses.	***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.	INTERPERSONAL
I can deliver detailed and organized presentations on familiar as well as unfamiliar concrete topics, in paragraphs and using various time frames through spoken, written, or signed language.	***I can*** deliver extended presentations on abstract or hypothetical issues and ideas ranging from broad general interests to my areas of specialized expertise, with precision of expression and to a wide variety of audiences, using spoken, written, or signed language.	***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.	PRESENTATIONAL
INTERCULTURAL COMMUNICATION			
In my own and other cultures ***I can*** explain some diversity among products and practices and how it relates to perspectives.	In my own and other cultures ***I can*** suspend judgment while critically examining products, practices, and perspectives.	In my own and other cultures ***I can*** objectively evaluate products and practices and mediate perspectives.	INVESTIGATE
I can interact at a competent level in familiar and some unfamiliar contexts.	***I can*** interact in complex situations to ensure a shared understanding of culture.	***I can*** engage with complexity and pluricultural identities and serve as a mediator between and among cultures.	INTERACT

INTERPRETIVE COMMUNICATION
PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

ADVANCED

PROFICIENCY BENCHMARK

I can understand the main message and supporting details on a wide variety of familiar and general interest topics across various time frames from complex, organized texts that are spoken, written, or signed.

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

PERFORMANCE INDICATORS

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can identify the underlying message and some supporting details across major time frames in descriptive informational texts.	***I can*** understand the underlying message and most supporting details across major time frames in descriptive informational texts.	***I can*** follow the flow of ideas and infer meaning from complex language on unfamiliar, abstract topics within informational texts.

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

PERFORMANCE INDICATORS

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can follow the main story and some supporting detail across major time frames in fictional texts.	***I can*** follow the main story and most supporting details across major time frames in fictional texts.	***I can*** follow the flow of ideas and some nuances from different viewpoints in most fictional texts.

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

PERFORMANCE INDICATORS

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can understand the main message and some supporting details across major time frames in conversations and discussions.	***I can*** understand the main message and most supporting details across major time frames in conversations and discussions.	***I can*** follow the flow of ideas and some nuances from different viewpoints in conversations and discussions.

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 knowledge

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.

INTERPERSONAL COMMUNICATION
PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

ADVANCED

PROFICIENCY BENCHMARK

I can maintain spontaneous spoken, written, or signed conversations and discussions across various time frames on familiar, as well as unfamiliar, concrete topics, using series of connected sentences and probing questions.

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

PERFORMANCE INDICATORS

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can exchange information and ideas in discussions on a variety of familiar and concrete academic and social topics, using a few simple paragraphs across major time frames.	***I can*** maintain discussions on a wide variety of familiar and unfamiliar concrete topics of personal and general interest, and sometimes academic, social or professional topics, by using probing questions and providing detailed responses across major time frames.	***I can*** discuss and sometimes debate a variety of complex concrete and some abstract academic, social and professional topics and often deal with related issues hypothetically, using precise questions and explanations.

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

PERFORMANCE INDICATORS

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can interact and negotiate to resolve an unexpected complication that arises in a familiar situation, using a few simple paragraphs across major time frames.	***I can*** interact and negotiate to resolve an unexpected complication that arises in a familiar situation, providing detailed explanations and offering a variety of resolutions across major time frames.	***I can*** interact and negotiate to resolve an unexpected complication in a situation that is generally unfamiliar.

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

PERFORMANCE INDICATORS

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can maintain conversations by providing explanations and comparisons of preferences, opinions, and advice on familiar and concrete academic and social topics using a few simple paragraphs across major time frames.	***I can*** maintain extended conversations by supporting, reacting to, and comparing preferences and opinions and expressing advice and emotions in detail across major time frames, and by asking probing questions.	***I can*** discuss, support, and sometimes debate opinions and advice on a variety of complex concrete topics, often addressing hypothetical or abstract issues, and asking precise questions.

PRESENTATIONAL COMMUNICATION
PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

ADVANCED

PROFICIENCY BENCHMARK

I can deliver detailed and organized presentations on familiar as well as unfamiliar concrete topics, in paragraphs and using various time frames through spoken, written, or signed language.

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

PERFORMANCE INDICATORS

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can tell stories about school and community events and personal experiences, using paragraphs across major time frames.	***I can*** tell stories based on concrete experiences in academic, social, and professional topics of interest, using organized paragraphs across major time frames.	***I can*** give complex detailed narrations beyond the concrete, often addressing abstract experiences or hypothetical issues.

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

PERFORMANCE INDICATORS

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can state a viewpoint with supporting evidence on some concrete academic, social and professional topics of interest using paragraphs across major time frames.	***I can*** present an argument with supporting evidence, based on a variety of concrete academic, social and professional topics of interest, using organized paragraphs across major time frames.	***I can*** clearly and accurately present an argument with supporting evidence on complex concrete issues, and often deal with related issues hypothetically.

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

PERFORMANCE INDICATORS

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can deliver presentations on some concrete academic, social and professional topics of interest, using paragraphs across major time frames.	***I can*** deliver detailed presentations and elaborate on a variety of concrete academic, social and professional topics of interest, using organized paragraphs across major time frames.	***I can*** deliver cohesive presentations on a variety of complex concrete topics related to community interests and some specialized fields, and often deal with related issues hypothetically.

INTERCULTURAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

INVESTIGATE

ADVANCED	SUPERIOR	DISTINGUISHED
PROFICIENCY BENCHMARK	**PROFICIENCY BENCHMARK**	**PROFICIENCY BENCHMARK**
In my own and other cultures ***I can*** explain some diversity among products and practices and how it relates to perspectives.	In my own and other cultures ***I can*** suspend judgment while critically examining products, practices, and perspectives.	In my own and other cultures ***I can*** objectively evaluate products and practices and mediate perspectives.
PERFORMANCE INDICATORS	**PERFORMANCE INDICATORS**	**PERFORMANCE INDICATORS**
In my own and other cultures ***I can*** explain how a variety of products of public and personal interest are related to perspectives.	In my own and other cultures ***I can*** analyze how products of personal and public interest are related to perspectives.	In my own and other cultures ***I can*** evaluate a wide range of concrete and abstract products from different viewpoints.
In my own and other cultures ***I can*** explain how a variety of practices within familiar and social situations are related to perspectives.	In my own and other cultures ***I can*** analyze how practices within informal and formal situations are related to perspectives.	In my own and other cultures ***I can*** evaluate a wide range of concrete and abstract practices from different viewpoints.

PRODUCTS

PRACTICES

INTERACT

PROFICIENCY BENCHMARK	**PROFICIENCY BENCHMARK**	**PROFICIENCY BENCHMARK**
I can interact at a competent level in familiar and some unfamiliar contexts.	***I can*** interact in complex situations to ensure a shared understanding of culture.	***I can*** engage with complexity and pluricultural identities and serve as a mediator between and among cultures.
PERFORMANCE INDICATORS	**PERFORMANCE INDICATORS**	**PERFORMANCE INDICATORS**
I can converse comfortably with others from the target culture in familiar and some unfamiliar situations and show some understanding of cultural differences.	***I can*** suspend judgement, adapt my language, and make appropriate cultural references when interacting with others from the target culture in social and professional situations.	***I can*** show empathy and cultural sophistication in my language when interacting in social, academic or professional situations with others from the target culture.
I can demonstrate awareness of subtle differences among cultural behaviors and adjust my behavior accordingly in familiar and some unfamiliar situations.	***I can*** adhere to basic social and professional norms and etiquette, read nonverbal cues and adjust my behavior in complicated situations.	***I can*** transition smoothly from formal to informal styles of behavior, respond effectively to nonverbal cues and mediate situations of cultural misunderstanding with empathy.

LANGUAGE

BEHAVIOR

INTERPRETIVE COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

ADVANCED

PROFICIENCY BENCHMARK

I can understand the main message and supporting details on a wide variety of familiar and general interest topics across various time frames from complex, organized texts that are spoken, written, or signed.

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

PERFORMANCE INDICATORS

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can identify the underlying message and some supporting details across major time frames in descriptive informational texts.	***I can*** understand the underlying message and most supporting details across major time frames in descriptive informational texts.	***I can*** follow the flow of ideas and infer meaning from complex language on unfamiliar, abstract topics within informational texts.

EXAMPLES: Written

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can… (customize with specific content).	*I can… (customize with specific content).*	*I can… (customize with specific content).*
I can understand written summaries of candidates' platforms to make a voting decision.	***I can*** follow a cover letter and résumé for a professional position.	***I can*** follow an author's analysis of a personal reflection on a cultural experience.
I can understand some events described in an excerpt from an historical journal.	***I can*** understand a detailed account about a service learning opportunity.	***I can*** understand an apartment rental contract with its rules and regulations.
I can understand absentee and sick leave policies in an employee handbook.	***I can*** understand the instructions for using a computer program to create a web site.	***I can*** understand a report that describes policy changes for admission into a student exchange program.
I can read movie reviews to choose what to watch.	***I can*** understand a critical review about a musical group's upcoming album.	***I can*** follow a political article, including some satirical references contained in it.
I can read a catalogue of course descriptions to choose my classes.	***I can*** understand a message explaining details about the rescheduling of an event.	***I can*** understand proposed immigration legislation and its future impact on a country.

EXAMPLES: Spoken, Viewed or Signed

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can… (customize with specific content).	*I can… (customize with specific content).*	*I can… (customize with specific content).*
I can understand short presentations about famous people in history.	***I can*** follow a virtual city tour.	***I can*** follow an interview where an author elaborates on the creation of characters in a novel I've read.
I can follow the details of televised promotions for upcoming programs.	***I can*** understand a running commentary of a sporting event.	***I can*** understand a talk show host's tongue-in-cheek remarks.
I can identify the events of a travel writer's most recent trip as recounted in a podcast.	***I can*** understand details of a speaker's life and achievements when he/she is introduced.	***I can*** usually understand a speaker's exaggerated satirical remarks.
I can understand the main points of recorded short story.	***I can*** follow a TV sitcom.	***I can*** generally understand diverse perspectives of panelists discussing animal rights.
I can understand a talk about a student's study abroad experience.	***I can*** identify protagonists' growing points of conflict of in a play.	***I can*** understand most of a televised expose on the dangers of water contamination.

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 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.

INTERPRETIVE COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

ADVANCED

PROFICIENCY BENCHMARK

I can understand the main message and supporting details on a wide variety of familiar and general interest topics across various time frames from complex, organized texts that are spoken, written, or signed.

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

PERFORMANCE INDICATORS

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can follow the main story and some supporting detail across major time frames in fictional texts.	***I can*** follow the main story and most supporting details across major time frames in fictional texts.	***I can*** follow the flow of ideas and some nuances from different viewpoints in most fictional texts.

EXAMPLES: Written

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can… (customize with specific content).	*I can… (customize with specific content).*	*I can… (customize with specific content).*
I can understand the moral lesson expressed in a fable.	***I can*** follow the chronology of a novel's plot.	***I can*** follow the development of a character.
I can understand the details that motivated the main character to commit a crime in a mystery.	***I can*** understand events that influenced a character's decisions in a novel.	***I can*** follow an argument between two characters in a play.
I can identify the historical values expressed in an epic poem.	***I can*** understand anecdotes recounted in a fictional character's memoir.	***I can*** generally understand an illusion in a poem.
I can understand the main points of a science fiction short story.	***I can*** follow the line of argument in a character's monologue.	***I can*** understand a point of humor in a graphic novel.
I can understand the reasons for a character's transformation in a chapter of a graphic novel.	***I can*** identify evidence that supports the message of a poem.	***I can*** infer the relationships among characters in a novel based on their actions.

EXAMPLES: Spoken, Viewed or Signed

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can… (customize with specific content).	*I can… (customize with specific content).*	*I can… (customize with specific content).*
I can understand the moral lesson expressed in an oral fable.	***I can*** follow the complex chronology of a play's plot.	***I can*** follow the development of a character in an audio book.
I can identify events that influenced a character's decisions in an opera.	***I can*** identify what motivated the main character to commit a crime in a detective show.	***I can*** follow an argument between two characters in a play.
I can identify the historical values expressed in an epic poem.	***I can*** understand anecdotes recounted in a fictional character's recorded memoir.	***I can*** generally understand an allusion in native chants.
I can identify the political beliefs of characters in an historical re-enactment.	***I can*** follow the line of argument in a character's monologue.	***I can*** understand a point of humor in a stand-up comedy.
I can understand the reasons for a character's transformation in a play.	***I can*** identify evidence that supports the message in a ballad.	***I can*** infer the relationships among characters in a drama based on their actions.

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 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.

INTERPRETIVE COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

ADVANCED

PROFICIENCY BENCHMARK

I can understand the main message and supporting details on a wide variety of familiar and general interest topics across various time frames from complex, organized texts that are spoken, written, or signed.

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

PERFORMANCE INDICATORS

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can understand the main message and some supporting details across major time frames in conversations and discussions.	***I can*** understand the main message and most supporting details across major time frames in conversations and discussions.	***I can*** follow the flow of ideas and some nuances from different viewpoints in conversations and discussions.

EXAMPLES: Written

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can… (customize with specific content).	*I can… (customize with specific content).*	*I can… (customize with specific content).*
I can understand a discussion about a home remodeling on a designer's blog.	***I can*** understand a sports magazine interview with an Olympic athlete about obstacles they overcame.	***I can*** understand the details in a transcript of an interview between the police and a burglary victim.
I can understand an email thread about someone's wedding plans.	***I can*** understand family members' reactions to important life experiences on a photo sharing site.	***I can*** follow students discussing the pros and cons of various career paths in an online chat.
I can understand a chat room conversation where people express concerns about an upcoming election.	***I can*** understand the detailed comments about someone's posted book review.	***I can*** understand a blog conversation about how to avoid the pitfalls of online dating.
I can understand an exchange of letters relating to a product malfunction.	***I can*** understand people's questions and responses on a medical web site.	***I can*** understand an online conversation about the logistics of renting a place through a home-sharing web site.
I can understand reactions and responses in an electronic discussion about a new law.	***I can*** understand people's interactions about their vacation experiences on a travel web site.	***I can*** follow a conversation on a consumer advocacy site about the latest trends in cell phones security.

EXAMPLES: Spoken, Viewed or Signed

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can… (customize with specific content).	*I can… (customize with specific content).*	*I can… (customize with specific content).*
I can understand the discussion about the remodeling of a room between an interior designer and a customer.	***I can*** understand an interview with a famous person about their rise to fame.	***I can*** understand details discussed in an investigation between the police and an accident victim.
I can understand the feelings expressed by friends about their parents or relatives.	***I can*** understand a family members sharing life experiences.	***I can*** follow students discussing benefits of study abroad.
I can understand a couple's plans for their wedding and honeymoon.	***I can*** understand the detailed description of a recent trip discussed among tour participants.	***I can*** understand a conversation among citizen activists about the pros and cons of social networking.
I can follow a video conferencing session where participants are talking about a planned environmental project.	***I can*** understand a conversation among employees going on strike.	***I can*** understand a conversation about the advantages of holistic remedies for common ailments.
I can understand a conversation where friends express their concerns about an upcoming election.	***I can*** understand a conversation among children about what they would like to be and why when they grow up.	***I can*** follow a discussion about the latest trends in car designs.

INTERPERSONAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

ADVANCED

PROFICIENCY BENCHMARK

I can maintain spontaneous spoken, written, or signed conversations and discussions across various time frames on familiar, as well as unfamiliar, concrete topics, using series of connected sentences and probing questions.

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

PERFORMANCE INDICATORS

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can exchange information and ideas in discussions on a variety of familiar and concrete academic and social topics, using a few simple paragraphs across major time frames.	***I can*** maintain discussions on a wide variety of familiar and unfamiliar concrete topics of personal and general interest, and sometimes academic, social or professional topics, by using probing questions and providing detailed responses across major time frames.	***I can*** discuss and sometimes debate a variety of complex concrete and some abstract academic, social and professional topics and often deal with related issues hypothetically, using precise questions and explanations.

EXAMPLES: Speaking/Listening or Signing

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can… (customize with specific content).	*I can… (customize with specific content).*	*I can… (customize with specific content).*
I can exchange information about changes teenagers experience going from middle to high school.	***I can*** maintain discussion about environmental issues by providing solutions to challenges.	***I can*** actively participate in a town-hall-style meeting.
I can participate in a conversation to identify current and past examples of challenges immigrants faced.	***I can*** maintain discussion about social issues by sharing concrete examples.	***I can*** debate academic issues affecting my peers.
I can discuss with others the preparations that have been done and need to be done for an upcoming play or presentation.	***I can*** have a conversation comparing and contrasting educational experiences with a peer in another country.	***I can*** discuss the benefits and the negative impact of technological advances.
I can discuss with a friend on the phone a problem I am having and come up with solutions.	***I can*** discuss with peers about how one's experience abroad changed stereotypes about a culture.	***I can*** participate in a discussion about the social reform issue of elder care.
I can discuss important historical events and their connection to the present.	***I can*** discuss the advisability of requiring all incoming students to be vaccinated.	***I can*** discuss ideas about the influence of historical events on current political situations.

EXAMPLES: Writing/Reading

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can… (customize with specific content).	*I can… (customize with specific content).*	*I can… (customize with specific content).*
I can discuss online how musical preferences of young people have changed from generation to generation.	***I can*** participate in a discussion about a proposed change in legislation via an online forum.	***I can*** exchange posts to support or challenge an editorial about a politician's voting record.
I can have a virtual written exchange with an international group, sharing information about an important current event.	***I can*** engage in an online written discussion about a social issue facing my age group.	***I can*** fully participate in the online discussions required for an undergraduate college course.
I can provide feedback through online collaborative peer editing on a classmate's research paper.	***I can*** carry on an email discussion of a critical review of a theatre production and take issue with the reviewer's point of view.	***I can*** work with peers on a professional article using a collaborative editing site.
I can contribute to an online discussion about a current social issue.	***I can*** exchange messages to craft an effective presentation for a community organization.	***I can*** moderate an online discussion about what effects switching to holistic medicine would have on the medical industry.
I can create with a partner via an online webspace the summary of an article or story that we read and our reflection.	***I can*** discuss interpretations of a musical work on social media.	***I can*** guide an online debate about the impact of new immigration laws.

INTERPERSONAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

ADVANCED

PROFICIENCY BENCHMARK

I can maintain spontaneous spoken, written, or signed conversations and discussions across various time frames on familiar, as well as unfamiliar, concrete topics, using series of connected sentences and probing questions.

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

PERFORMANCE INDICATORS

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can interact and negotiate to resolve an unexpected complication that arises in a familiar situation, using a few simple paragraphs across major time frames.	***I can*** interact and negotiate to resolve an unexpected complication that arises in a familiar situation, providing detailed explanations and offering a variety of resolutions across major time frames.	***I can*** interact and negotiate to resolve an unexpected complication in a situation that is generally unfamiliar.

EXAMPLES: Speaking/Listening or Signing

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can… (customize with specific content).	*I can… (customize with specific content).*	*I can… (customize with specific content).*
I can negotiate with a customer service representative the return of an item I purchased in order to receive a refund.	***I can*** clear up a major personal misunderstanding at work.	***I can*** exchange complex professional information to complete a collaborative community project.
I can interact with my supervisor to request time off from work and explain why I need the time.	***I can*** convince my professor to raise my grade by providing a detailed explanation.	***I can*** interact with the policeman to get out of a speeding ticket.
I can discuss with a friend how and when I am going to replace an item that I borrowed and then lost.	***I can*** provide detailed information to and negotiate with an airline employee to help with locating my lost luggage.	***I can*** make a case to my employer in a discussion advocating changes to work-related policies.
I can interact with the hotel staff to request a room switch.	***I can*** respond to the questions of the police to provide the details of a car accident I had or witnessed.	***I can*** debate with colleagues various options to suggest for improving employee morale in a hostile work environment.
I can discuss with the rental agent what happened to a rental car.	***I can*** interact with the school office to replace a lost school ID.	***I can*** interact to identify with a partner the causes of the disappointing results of a science project.

EXAMPLES: Writing/Reading

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can… (customize with specific content).	*I can… (customize with specific content).*	*I can… (customize with specific content).*
I can exchange messages with a friend to explain why I had to cancel a planned activity.	***I can*** arrange with my professor via online exchanges alternative assignments due to an unexpected life event.	***I can*** negotiate via online exchanges with a college registrar to receive credit for the alternative methods I used to complete some course requirements.
I can negotiate with an online agent the release of information needed for a college application.	***I can*** interact with an advisor online in the target culture to figure out a necessary change in schedule due to unforeseen circumstances.	***I can*** intervene in an online discussion thread to redirect an argument.
I can exchange messages with a colleague or friend to discuss a difficult situation of a mutual friend.	***I can*** exchange messages with my doctor to describe an injury or illness and clarify the advice given by my doctor.	***I can*** explain a complex situation and moderate the online discussion of how to resolve it.
I can exchange posts in response to an article about a political issue.	***I can*** negotiate online with a customer service representative to explain my dissatisfaction for a service provided and receive some form of compensation.	***I can*** interact with my colleagues in a different country to craft arguments to prepare for a debate.
I can exchange online messages to correct a mistake made on my job application and provide the corrected information.	***I can*** exchange online messages with my teacher/professor to provide information needed to argue for a better grade on an assignment.	***I can*** discuss online with my doctor the advantages and disadvantages of different approaches to a medical issue.

INTERPERSONAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

ADVANCED

PROFICIENCY BENCHMARK

I can maintain spontaneous spoken, written, or signed conversations and discussions across various time frames on familiar, as well as unfamiliar, concrete topics, using series of connected sentences and probing questions.

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

PERFORMANCE INDICATORS

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can maintain conversations by providing explanations and comparisons of preferences, opinions, and advice on familiar and concrete academic and social topics using a few simple paragraphs across major time frames.	***I can*** maintain extended conversations by supporting, reacting to, and comparing preferences and opinions and expressing advice and emotions in detail across major time frames, and by asking probing questions.	***I can*** discuss, support, and sometimes debate opinions and advice on a variety of complex concrete topics, often addressing hypothetical or abstract issues, and asking precise questions.

EXAMPLES: Speaking/Listening or Signing

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can… (customize with specific content).	*I can… (customize with specific content).*	*I can… (customize with specific content).*
I can discuss preferences for candidates in a local election based on their positions on various community issues.	***I can*** come to consensus with my debate team on the best ways to argue our position on a social issue.	***I can*** discuss my opinion supported by research about how technology has positively changed communication.
I can exchange opinions on the pros and cons of different study abroad programs to enhance a future career.	***I can*** discuss the basic facts related to state-funded charter schools.	***I can*** interact to suggest how to get legal advice on how to handle a complicated situation.
I can discuss the effects of lowering the drinking age on binge drinking.	***I can*** interact in a video chat with peers in another country to compare how our communities are feeling the effects of climate change.	***I can*** discuss the fiscal impact of a tuition-free college education.
I can have a conversation with my peers about performance-based grading vs. seat time.	***I can*** discuss current issues related to immigration policy and outline the current rules for getting citizenship.	***I can*** exchange opinions on the pros and cons of universal healthcare.
I can discuss laws related to texting while driving.	***I can*** discuss with visitors from other countries state-funded benefits for education such as meals and after-school programs.	***I can*** discuss the basis of our jury system and exchange opinions about it.

EXAMPLES: Writing/Reading

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can… (customize with specific content).	*I can… (customize with specific content).*	*I can… (customize with specific content).*
I can exchange advice online about how to behave when visiting a family for dinner in a different culture.	***I can*** participate in an online discussion on my preference for the architectural design of future museums.	***I can*** discuss online preferences about which candidate to hire for a job and come to consensus on how the selected candidate will benefit the company.
I can collaborate online with fellow classmates to provide advice for next year's students on how to be successful in my language class.	***I can*** engage in an online discussion about preferences and styles of learning.	***I can*** discuss online how various candidates for president might benefit an organization based on past experience.
I can add my opinion about a social issue onto an online blog.	***I can*** engage in an online discussion about homeopathic medicine based on past research in an online scientific forum.	***I can*** contribute to a collaborative political position paper on a Wiki.
I can continue an email exchange until I have convinced a colleague to take my side in an argument.	***I can*** advocate for supporting veterans by citing examples from other countries by posting and responding in an online forum.	***I can*** participate in an online discussion to select the appropriate works of an artist for a themed retrospective exhibit.
I can create multiple blog entries offering my advice on how to make the most of time in the target country responding to several rounds of responses.	***I can*** post additional suggestions in response to a variety of posts giving time-management strategies on a business forum.	***I can*** post my views on past performance and future projections in response to a potential employer's request and respond to the hypothetical follow-up questions.

PRESENTATIONAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

ADVANCED

PROFICIENCY BENCHMARK

I can deliver detailed and organized presentations on familiar as well as unfamiliar concrete topics, in paragraphs and using various time frames through spoken, written, or signed language.

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

PERFORMANCE INDICATORS

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can tell stories about school and community events and personal experiences, using paragraphs across major time frames.	***I can*** tell stories based on concrete experiences in academic, social, and professional topics of interest, using organized paragraphs across major time frames.	***I can*** give complex detailed narrations beyond the concrete, often addressing abstract experiences or hypothetical issues.

EXAMPLES: Speaking or Signing

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can… (customize with specific content).	*I can… (customize with specific content).*	*I can… (customize with specific content).*
I can make a presentation describing the highlights of a recent or upcoming family event.	***I can*** chronicle a series of related events in the history of my family.	***I can*** present an explanation as to the degree to which society supports the family and family values, in my own and other cultures.
I can describe a social, cultural or political event that occurred or will occur in my community.	***I can*** recount in detail a social event or local celebration that I attended and my reactions to it.	***I can*** present a reflection on how a novel influenced my life.
I can talk about an unexpected complication during a recent trip or excursion and present advice on how to resolve such a situation.	***I can*** present a detailed itinerary of the social and cultural activities I have planned for a future trip or excursion.	***I can*** articulate and present a personal vision or mission statement for my life's work.
I can make a presentation describing certain health and fitness trends and the results of those trends.	***I can*** narrate a story to an audience for dramatic effect.	***I can*** present and hypothesize about the impact of following a course of action.
I can give a short presentation describing the rise and fall of certain popular or historical trends over time.	***I can*** give an accurate, detailed presentation of something I participated in or witnessed.	***I can*** present an analysis on the changing perception of stereotypes in society and the potential influence on a country's products or marketing strategies.

EXAMPLES: Writing

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can… (customize with specific content).	*I can… (customize with specific content).*	*I can… (customize with specific content).*
I can write about a family reunion for my relatives in another country.	***I can*** write a detailed and accurate family or community history.	***I can*** chronicle certain historical events to explain the degree to which society supports the family and family values, in my own and other cultures.
I can write a blog post describing the highlights of a recent trip or excursion.	***I can*** write in detail about a social event or local celebration that I attended and my reactions to it.	***I can*** write a mission or vision statement related to my personal or professional goals.
I can write about a social, cultural or political event that occurred or will occur in my community.	***I can*** write a detailed itinerary of the social and cultural activities I have planned for a future trip or excursion.	***I can*** write a reflective journal entry on how a novel, poem or song has influenced my life.
I can describe certain trends in leisure time or use of social media and the results of those trends.	***I can*** write in detail about a study abroad program I participated in and reflect on how the experience impacted my life and may influence my life in the future	***I can*** hypothesize in writing about the impact of following a course of action for myself or for an organization in which I am involved.
I can describe the rise and fall of certain popular, historical, or environmental trends over time.	***I can*** write a detailed and accurate description of something I participated in or witnessed.	***I can*** write a business plan to market a product globally, based on data about cultural lifestyles and current societal trends.

PRESENTATIONAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

ADVANCED

PROFICIENCY BENCHMARK

I can deliver detailed and organized presentations on familiar as well as unfamiliar concrete topics, in paragraphs and using various time frames through spoken, written, or signed language.

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

PERFORMANCE INDICATORS

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can state a viewpoint with supporting evidence on some concrete academic, social and professional topics of interest using paragraphs across major time frames.	***I can*** present an argument with supporting evidence, based on a variety of concrete academic, social and professional topics of interest, using organized paragraphs across major time frames.	***I can*** clearly and accurately present an argument with supporting evidence on complex concrete issues, and often deal with related issues hypothetically.

EXAMPLES: Speaking or Signing

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can… (customize with specific content).	*I can… (customize with specific content).*	*I can… (customize with specific content).*
I can promote an art or music event by presenting and elaborating on its social or artistic value.	***I can*** make a presentation persuading others of the influence of an art or music genre over time.	***I can*** present my interpretations of a piece of art or music to someone else while respecting their interpretation.
I can present the main issues related to topics of public health or safety and support my viewpoint on this issue with related evidence.	***I can*** give a presentation to advocate participation in educational opportunities such as membership in an organization, honor society, study abroad, or a particular educational program.	***I can*** present the details of an experiment I have performed and justify the potential value of the research and results.
I can present and provide a rationale for the importance of certain classes, college majors, or training programs, citing trends over time.	***I can*** give a presentation to advocate for new ideas or innovative approaches related to school, work, or training.	***I can*** present a detailed, supported argument about complex environmental, economic or political issues.
I can present an outline of the arguments for or against a position on a social issue, including its historical background.	***I can*** present an argument for or against a position on a political issue, with supporting evidence.	***I can*** support an argument and counterargument by incorporating a variety of evidence such as statistics, analyses, trends and polls in my presentation.
I can create and present an infomercial promoting an event, a service, or a product.	***I can*** give a speech presenting the rationale for a course of action by a local community or neighborhood group.	***I can*** give a speech for community fundraising purposes and justify the potential benefits of the cause.

EXAMPLES: Writing

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can… (customize with specific content).	*I can… (customize with specific content).*	*I can… (customize with specific content).*
I can write an essay to convince others of the value of experiencing art and music from cultures other than my own.	***I can*** write an article or blog convincing others of the influence of an art or music genre over time.	***I can*** write my interpretations of a piece of art of music with someone else while respecting theirs.
I can write an essay for or against a position on a social issue.	***I can*** write letters of recommendation.	***I can*** write a position paper on an issue I have researched or related to my field of expertise.
I can create and edit an online journal, blog or discussion forum promoting community events, services, or products.	***I can*** give a written critique of a project proposal that uses historical data to support my argument.	***I can*** express a detailed point of view in a blog or other public forum.
I can write a brief report to support a course of action on a work-related issue, citing past experience and future predictions.	***I can*** write and propose a specific course of action based on the results of a survey.	***I can*** write an editorial piece to speculate on outcomes or implications of an issue.
I can write a brief article giving a rationale for dietary and exercise practices to promote healthy living.	***I can*** write a cover letter for a job application.	***I can*** write a statement to support a candidate in a local election.

PRESENTATIONAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

ADVANCED

PROFICIENCY BENCHMARK

I can deliver detailed and organized presentations on familiar as well as unfamiliar concrete topics, in paragraphs and using various time frames through spoken, written, or signed language.

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

PERFORMANCE INDICATORS

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can deliver presentations on some concrete academic, social and professional topics of interest, using paragraphs across major time frames.	***I can*** deliver detailed presentations and elaborate on a variety of concrete academic, social and professional topics of interest, using organized paragraphs across major time frames.	***I can*** deliver cohesive presentations on a variety of complex concrete topics related to community interests and some specialized fields, and often deal with related issues hypothetically.

EXAMPLES: Speaking or Signing

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can… (customize with specific content).	*I can… (customize with specific content).*	*I can… (customize with specific content).*
I can explain the reasoning behind a school, work or community project or policy, including the reasoning behind it.	***I can*** give a presentation to an outside audience about a project I have completed for my school, work or organization.	***I can*** present an explanation of how beliefs and values are reflected in educational testing in my own and other cultures.
I can present a summary of the results of an action plan for a club or work group and the future steps to be implemented.	***I can*** present detailed information about a product or service to clients, customers or others.	***I can*** deliver a presentation incorporating data from statistics, analyses, trends and polls.
I can present a comparison of current and past traditions related to social events such as homecoming, graduation, marriages, or funerals.	***I can*** present in detail on a topic that I have read or heard in the news.	***I can*** give an informational session comparing important cultural differences between or among various societies.
I can make presentations about special opportunities such as internships, study abroad, or job openings.	***I can*** give a presentation on a summative project such as a capstone, thesis or seminar.	***I can*** deliver detailed presentations about topics that I have studied, such as modern art or internet journalism.
I can explain the process for creating or updating a website or blog.	***I can*** present an explanation of a process such as obtaining a driver's license, submitting a college application, or applying for financial aid.	***I can*** deliver a presentation on the hypothetical impact of an environmental practice on future generations

EXAMPLES: Writing

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can… (customize with specific content).	*I can… (customize with specific content).*	*I can… (customize with specific content).*
I can revise class or meeting notes that I have taken for distribution.	***I can*** write content for instructional resources.	***I can*** write an in-depth research report about educational issues in my own and other cultures.
I can draft and revise a synopsis or abstract for a science fair project, research study, or conference.	***I can*** write a research paper on a topic related to my studies or area of specialization.	***I can*** create a professional portfolio including detailed written information for each section of the portfolio.
I can write job descriptions or performance reports.	***I can*** write a detailed proposal for a project or a research study.	***I can*** write an in-depth research report about challenges facing families and communities.
I can draft and revise a resume or cover letter.	***I can*** write a newspaper article or blog post about an event, project, or research initiative.	***I can*** write a policy statement explaining my organization's position on an issue.
I can prepare reports and online communications for a social club, community or political group.	***I can*** create brochures or other written resources for clients or customers.	***I can*** write an article about the potential future impact of a current practice.

INTERCULTURAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

ADVANCED

INVESTIGATE Investigate Products And Practices To Understand Cultural Perspectives	PROFICIENCY BENCHMARK	
	In my own and other cultures ***I can*** explain some diversity among products and practices and how it relates to perspectives.	
		PERFORMANCE INDICATORS
	PRODUCTS	In my own and other cultures ***I can*** explain how a variety of products of public and personal interest are related to perspectives.
	PRACTICES	In my own and other cultures ***I can*** explain how a variety of practices within familiar and social situations are related to perspectives.

INTERACT Interact With Others In And From Another Culture	PROFICIENCY BENCHMARK	
	I can interact at a competent level in familiar and some unfamiliar contexts.	
		PERFORMANCE INDICATORS
	LANGUAGE	***I can*** converse comfortably with others from the target culture in familiar and some unfamiliar situations and show some understanding of cultural differences.
	BEHAVIOR	***I can*** demonstrate awareness of subtle differences among cultural behaviors and adjust my behavior accordingly in familiar and some unfamiliar situations.

EXAMPLES: Linking Investigation and Interaction

I can… (customize with specific content).

INVESTIGATE	In my own and other cultures ***I can*** describe the cultural influences on the design of houses, buildings and towns.
INTERACT	***I can*** adjust my personal space and body language accordingly when interacting with others in a business, school or work environment..
INVESTIGATE	In my own and other cultures ***I can*** describe and explain how landmarks and monuments contribute to national identity.
INTERACT	***I can*** manage my non-verbal reactions and personal space when in a crowded environment such as standing in line.
INVESTIGATE	In my own and other cultures ***I can*** explain how beliefs and values are reflected in educational testing, ceremonies and certificates.
INTERACT	***I can*** complete the requirements of an undergraduate course in the target culture.
INVESTIGATE	In my own and other cultures ***I can*** explain how a culture's concept of time influences decisions in business, education, and social scheduling.
INTERACT	***I can*** consider how people within a culture regard time when participating in a business or social event.
INVESTIGATE	In my own and other cultures ***I can*** explain messages expressed in music and art.
INTERACT	***I can*** share my interpretations of a piece of art or music with someone else while respecting theirs.
INVESTIGATE	In my own and other cultures ***I can*** explain how people's practices or values contribute to environmental problems or solutions.
INTERACT	***I can*** write a blog entry about how to respect and conform to local environmental practices and respond to comments.
INVESTIGATE	In my own and other cultures ***I can*** explain the values reflected in a literary or social media text.
INTERACT	***I can*** respond to a social media post in a culturally appropriate manner.
INVESTIGATE	In my own and other cultures ***I can*** explain how stereotypes influence a country's products or marketing strategies.
INTERACT	***I can*** collaborate on an online project to explain misconceptions underlying stereotypes.
INVESTIGATE	In my own and other cultures ***I can*** explain how globalized products impact society and individual lifestyles.
INTERACT	***I can*** work with others to determine appropriate supplies to contribute to a disaster relief effort.

INTERCULTURAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

ADVANCED

INVESTIGATE Investigate Products And Practices To Understand Cultural Perspectives	PROFICIENCY BENCHMARK	
	In my own and other cultures ***I can*** explain some diversity among products and practices and how it relates to perspectives.	
	PERFORMANCE INDICATORS	
	PRODUCTS	In my own and other cultures ***I can*** explain how a variety of products of public and personal interest are related to perspectives.
	PRACTICES	In my own and other cultures ***I can*** explain how a variety of practices within familiar and social situations are related to perspectives.

INTERACT Interact With Others In And From Another Culture	PROFICIENCY BENCHMARK	
	I can interact at a competent level in familiar and some unfamiliar contexts.	
	PERFORMANCE INDICATORS	
	LANGUAGE	***I can*** converse comfortably with others from the target culture in familiar and some unfamiliar situations and show some understanding of cultural differences.
	BEHAVIOR	***I can*** demonstrate awareness of subtle differences among cultural behaviors and adjust my behavior accordingly in familiar and some unfamiliar situations.

EXAMPLES: Linking Investigation and Interaction

I can… (customize with specific content).

INVESTIGATE	In my own and other cultures ***I can*** explain how the role of personal space and topics of conversation influence social interaction.
INTERACT	***I can*** greet and take leave from someone using appropriate behaviors in most situations and change an incorrect behavior.
INVESTIGATE	In my own and other cultures ***I can*** explain the degree to which society supports the family and family values.
INTERACT	***I can*** interact appropriately at a family event based on cultural norms and family dynamics.
INVESTIGATE	In my own and other cultures ***I can*** access and elicit information needed to graph the percentage of government funding for education and explain why there are differences.
INTERACT	***I can*** work with a target language peer and use math skills to survey others on a topic and graph and present results.
INVESTIGATE	In my own and other cultures ***I can*** explain the attitudes toward meals, health and fitness.
INTERACT	***I can*** demonstrate and adjust basic table manners as a guest in a home or restaurant.
INVESTIGATE	In my own and other cultures ***I can*** explain how sports and leisure activities reflect personal and national identity.
INTERACT	***I can*** help coach a sport in the target culture and build relationships with the players.
INVESTIGATE	In my own and other cultures ***I can*** explain how the expectations associated with celebrating a holiday or festival influence behaviors.
INTERACT	***I can*** offer an appropriate gift in a socially conventional manner as a guest at a birthday, dinner, or holiday celebration.
INVESTIGATE	In my own and other cultures ***I can*** explain how people's attitudes toward environmental factors determine how they travel.
INTERACT	***I can*** discuss why certain cultures place a priority on environmentally-friendly transportation.
INVESTIGATE	In my own and other cultures ***I can*** explain what cultural factors influence peoples' method of buying and selling.
INTERACT	***I can*** act appropriately when purchasing items in unfamiliar business settings.
INVESTIGATE	In my own and other cultures ***I can*** explain how globalized practices impact individual lifestyles.
INTERACT	***I can*** maintain the lifestyle of the family with whom I am staying.

NCSSFL-ACTFL CAN-DO STATEMENTS

PROFICIENCY BENCHMARKS

ADVANCED PROFICIENCY BENCHMARK	SUPERIOR PROFICIENCY BENCHMARK	DISTINGUISHED PROFICIENCY BENCHMARK	
COMMUNICATION			
I can understand the main message and supporting details on a wide variety of familiar and general interest topics across various time frames from complex, organized texts that are spoken, written, or signed.	***I can*** interpret and infer meaning from complex, academic and professional texts on a range of unfamiliar, abstract, and specialized issues that are spoken, written, or signed.	***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.	INTERPRETIVE
I can maintain spontaneous spoken, written, or signed conversations and discussions across various time frames on familiar, as well as unfamiliar, concrete topics, using series of connected sentences and probing questions.	***I can*** participate fully and effectively in spontaneous spoken, written, or signed discussions and debates on issues and ideas ranging from broad general interests to my areas of specialized expertise, including supporting arguments and exploring hypotheses.	***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.	INTERPERSONAL
I can deliver detailed and organized presentations on familiar as well as unfamiliar concrete topics, in paragraphs and using various time frames through spoken, written, or signed language.	***I can*** deliver extended presentations on abstract or hypothetical issues and ideas ranging from broad general interests to my areas of specialized expertise, with precision of expression and to a wide variety of audiences, using spoken, written, or signed language.	***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.	PRESENTATIONAL
INTERCULTURAL COMMUNICATION			
In my own and other cultures ***I can*** explain some diversity among products and practices and how it relates to perspectives.	In my own and other cultures ***I can*** suspend judgment while critically examining products, practices, and perspectives.	In my own and other cultures ***I can*** objectively evaluate products and practices and mediate perspectives.	INVESTIGATE
I can interact at a competent level in familiar and some unfamiliar contexts.	***I can*** interact in complex situations to ensure a shared understanding of culture.	***I can*** engage with complexity and pluricultural identities and serve as a mediator between and among cultures.	INTERACT

INTERPRETIVE COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

SUPERIOR

PROFICIENCY BENCHMARK

I can interpret and infer meaning from complex, academic and professional texts on a range of unfamiliar, abstract, and specialized issues that are spoken, written, or signed.

DISTINGUISHED

PROFICIENCY BENCHMARK

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.

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

PERFORMANCE INDICATOR

I can follow the flow of ideas and infer meaning from unfamiliar, abstract topics in complex language in informational texts.

PERFORMANCE INDICATOR

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

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

PERFORMANCE INDICATOR

I can follow the flow of ideas and infer meaning on unfamiliar, abstract topics in complex language from fictional texts.

PERFORMANCE INDICATOR

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

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

PERFORMANCE INDICATOR

I can follow abstract, complex and unfamiliar topics in extended conversations and discussions involving multiple speakers.

PERFORMANCE INDICATOR

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

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 knowledge

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.

INTERPERSONAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

SUPERIOR

PROFICIENCY BENCHMARK

I can participate fully and effectively in spontaneous spoken, written, or signed discussions and debates on issues and ideas ranging from broad general interests to my areas of specialized expertise, including supporting arguments and exploring hypotheses.

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

PERFORMANCE INDICATOR

I can discuss and debate a wide variety of complex issues and abstract ideas using precise, sophisticated, and academic language.

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

PERFORMANCE INDICATOR

I can interact and negotiate to resolve abstract and complex matters on a wide variety of topics in a variety of situations.

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

PERFORMANCE INDICATOR

I can discuss and debate opinions and advice with multiple participants on a wide variety of complex issues and abstract ideas, concretely, abstractly, and hypothetically.

DISTINGUISHED

PROFICIENCY BENCHMARK

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.

PERFORMANCE INDICATOR

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.

PERFORMANCE INDICATOR

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.

PERFORMANCE INDICATOR

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

PRESENTATIONAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

SUPERIOR

PROFICIENCY BENCHMARK

I can deliver extended presentations on abstract or hypothetical issues and ideas ranging from broad general interests to my areas of specialized expertise, with precision of expression and to a wide variety of audiences, using spoken, written, or signed language.

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

PERFORMANCE INDICATOR

I can present clearly-articulated, coherent and detailed narrations on complex, abstract issues and hypothetical issues.

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

PERFORMANCE INDICATOR

I can deliver a clearly articulated and well-structured argument, refute counterarguments, and give extensive supporting evidence on abstract or hypothetical issues and ideas, ranging from broad general interests to areas of specialized expertise.

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

PERFORMANCE INDICATOR

I can deliver clearly articulated and well-structured presentations to various audiences on abstract or hypothetical issues and ideas, ranging from broad general interests to areas of specialized expertise.

DISTINGUISHED

PROFICIENCY BENCHMARK

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.

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

PERFORMANCE INDICATOR

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.

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

PERFORMANCE INDICATOR

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.

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

PERFORMANCE INDICATOR

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.

INTERCULTURAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

INVESTIGATE

ADVANCED	SUPERIOR	DISTINGUISHED
PROFICIENCY BENCHMARK	**PROFICIENCY BENCHMARK**	**PROFICIENCY BENCHMARK**
In my own and other cultures ***I can*** explain some diversity among products and practices and how it relates to perspectives.	In my own and other cultures ***I can*** suspend judgment while critically examining products, practices, and perspectives.	In my own and other cultures ***I can*** objectively evaluate products and practices and mediate perspectives.
PERFORMANCE INDICATORS	**PERFORMANCE INDICATORS**	**PERFORMANCE INDICATORS**
In my own and other cultures ***I can*** explain how a variety of products of public and personal interest are related to perspectives.	In my own and other cultures ***I can*** analyze how products of personal and public interest are related to perspectives.	In my own and other cultures ***I can*** evaluate a wide range of concrete and abstract products from different viewpoints.
In my own and other cultures ***I can*** explain how a variety of practices within familiar and social situations are related to perspectives.	In my own and other cultures ***I can*** analyze how practices within informal and formal situations are related to perspectives.	In my own and other cultures ***I can*** evaluate a wide range of concrete and abstract practices from different viewpoints.

PRODUCTS

PRACTICES

INTERACT

PROFICIENCY BENCHMARK	**PROFICIENCY BENCHMARK**	**PROFICIENCY BENCHMARK**
I can interact at a competent level in familiar and some unfamiliar contexts.	***I can*** interact in complex situations to ensure a shared understanding of culture.	***I can*** engage with complexity and pluricultural identities and serve as a mediator between and among cultures.
PERFORMANCE INDICATORS	**PERFORMANCE INDICATORS**	**PERFORMANCE INDICATORS**
I can converse comfortably with others from the target culture in familiar and some unfamiliar situations and show some understanding of cultural differences.	***I can*** suspend judgement, adapt my language, and make appropriate cultural references when interacting with others from the target culture in social and professional situations.	***I can*** show empathy and cultural sophistication in my language when interacting in social, academic or professional situations with others from the target culture.
I can demonstrate awareness of subtle differences among cultural behaviors and adjust my behavior accordingly in familiar and some unfamiliar situations.	***I can*** adhere to basic social and professional norms and etiquette, read nonverbal cues and adjust my behavior in complicated situations.	***I can*** transition smoothly from formal to informal styles of behavior, respond effectively to nonverbal cues and mediate situations of cultural misunderstanding with empathy.

LANGUAGE

BEHAVIOR

INTERPRETIVE COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

SUPERIOR

PROFICIENCY BENCHMARK

I can interpret and infer meaning from complex, academic and professional texts on a range of unfamiliar, abstract, and specialized issues that are spoken, written, or signed.

DISTINGUISHED

PROFICIENCY BENCHMARK

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.

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

PERFORMANCE INDICATOR

I can follow the flow of ideas and infer meaning from unfamiliar, abstract topics in complex language in informational texts.

PERFORMANCE INDICATOR

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

EXAMPLES: Written

I can… (customize with specific content).

- ***I can*** understand an article advocating for educational reform to meet global needs.
- ***I can*** understand a transcript from a court case.
- ***I can*** understand texts about comparative religious philosophies.
- ***I can*** understand the inferences in a literary review.
- ***I can*** read an article from a professional journal unrelated to my field.
- ***I can*** understand a technical report on economics.

EXAMPLES: Written

I can… (customize with specific content).

- ***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.

EXAMPLES: Spoken, Viewed or Signed

I can… (customize with specific content).

- ***I can*** understand a speaker's double entendres in a monologue.
- ***I can*** understand the historical inferences in a movie.
- ***I can*** understand the political agenda in a live or recorded lecture.
- ***I can*** understand satirical humor in a comedy routine.
- ***I can*** understand shades of meaning when listening to politically-charged songs.

EXAMPLES: Spoken, Viewed or Signed

I can… (customize with specific content).

- ***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 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 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.

INTERPRETIVE COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

SUPERIOR

PROFICIENCY BENCHMARK

I can interpret and infer meaning from complex, academic and professional texts on a range of unfamiliar, abstract, and specialized issues that are spoken, written, or signed.

DISTINGUISHED

PROFICIENCY BENCHMARK

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.

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

PERFORMANCE INDICATOR

I can follow the flow of ideas and infer meaning on unfamiliar, abstract topics in complex language from fictional texts.

PERFORMANCE INDICATOR

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

EXAMPLES: Written

I can… (customize with specific content).

- ***I can*** understand satirical humor in a poem.
- ***I can*** infer the attitude of an author.
- ***I can*** understand the multiple perspectives conveyed in an historical fiction novel.
- ***I can*** follow the complex interactions that led to a protagonist's downfall.

EXAMPLES: Written

I can… (customize with specific content).

- ***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.

EXAMPLES: Spoken, Viewed or Signed

I can… (customize with specific content).

- ***I can*** understand satirical humor in a joke.
- ***I can*** infer the attitude of a storyteller.
- ***I can*** understand the multiple perspectives conveyed in an opera.
- ***I can*** follow the complex interactions leading to a protagonist's downfall.

EXAMPLES: Spoken, Viewed or Signed

I can… (customize with specific content).

- ***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 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 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.

INTERPRETIVE COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

SUPERIOR

PROFICIENCY BENCHMARK

I can interpret and infer meaning from complex, academic and professional texts on a range of unfamiliar, abstract, and specialized issues that are spoken, written, or signed.

DISTINGUISHED

PROFICIENCY BENCHMARK

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.

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

PERFORMANCE INDICATOR

I can follow abstract, complex and unfamiliar topics in extended conversations and discussions involving multiple speakers.

PERFORMANCE INDICATOR

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

EXAMPLES: Written

I can… (customize with specific content).

- ***I can*** understand diverse opinions expressed in online discussions on the cognitive and social benefits of world language education.
- ***I can*** interpret various solutions to stop human trafficking proposed by international experts in an online symposium.
- ***I can*** understand varied points of view on religious perspectives expressed in a Wiki white paper draft.
- ***I can*** understand an online conversation about the intended and unintended impact of WikiLeaks.

EXAMPLES: Written

I can… (customize with specific content).

- ***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.

EXAMPLES: Spoken, Viewed or Signed

I can… (customize with specific content).

- ***I can*** understand diverse opinions expressed in a discussion on the value of the arts.
- ***I can*** understand the points of view expressed by residents and candidates at a town meeting.
- ***I can*** understand religious perspectives expressed in conversation among interfaith leaders.
- ***I can*** understand a conversational dispute about visa requirements between an airline passenger and customs officials.

EXAMPLES: Spoken, Viewed or Signed

I can… (customize with specific content).

- ***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.

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 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.

INTERPERSONAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

SUPERIOR

PROFICIENCY BENCHMARK

I can participate fully and effectively in spontaneous spoken, written, or signed discussions and debates on issues and ideas ranging from broad general interests to my areas of specialized expertise, including supporting arguments and exploring hypotheses.

DISTINGUISHED

PROFICIENCY BENCHMARK

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.

How can I exchange information and ideas in conversations?

PERFORMANCE INDICATOR

I can discuss and debate a wide variety of complex issues and abstract ideas using precise, sophisticated, and academic language.

PERFORMANCE INDICATOR

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: Speaking/Listening or Signing

I can… (customize with specific content).

- ***I can*** participate in a formal conversation with local community leaders about the benefits of ethnic diversity in a community.
- ***I can*** debate the scientific and social issues related to stem cell research.
- ***I can*** participate in a panel discussing social justice.

EXAMPLES: Speaking/Listening or Signing

I can… (customize with specific content).

- ***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.

EXAMPLES: Writing/Reading

I can… (customize with specific content).

- ***I can*** work with others through online exchanges to select works for a gallery show based on perceptions of beauty.
- ***I can*** defend my position on gun control in an online debate with international colleagues.
- ***I can*** participate actively and react to others appropriately in academic debates, providing facts and rationales to back up my statements.

EXAMPLES: Writing/Reading

I can… (customize with specific content).

- ***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.

INTERPERSONAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

SUPERIOR

PROFICIENCY BENCHMARK

I can participate fully and effectively in spontaneous spoken, written, or signed discussions and debates on issues and ideas ranging from broad general interests to my areas of specialized expertise, including supporting arguments and exploring hypotheses.

PERFORMANCE INDICATOR

I can interact and negotiate to resolve abstract and complex matters on a wide variety of topics in a variety of situations.

EXAMPLES: Speaking/Listening or Signing

I can… (customize with specific content).

- ***I can*** participate with ease in a complex discussion on the challenges of immigration showing awareness of cultural perspectives.
- ***I can*** interact and fully participate in a job interview to discuss in detail why the foreign company interests me and should hire me.
- ***I can*** participate in financial discussions to increase an organization's revenue.

EXAMPLES: Writing/Reading

I can… (customize with specific content).

- ***I can*** mediate a conflict regarding the rights of indigenous people in an online forum.
- ***I can*** lead an online discussion to craft a proposal to be submitted for funding.
- ***I can*** participate in a technical discussion in my field.

DISTINGUISHED

PROFICIENCY BENCHMARK

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.

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

PERFORMANCE INDICATOR

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: Speaking/Listening or Signing

I can… (customize with specific content).

- ***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.

EXAMPLES: Writing/Reading

I can… (customize with specific content).

- ***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.

INTERPERSONAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

SUPERIOR

PROFICIENCY BENCHMARK

I can participate fully and effectively in spontaneous spoken, written, or signed discussions and debates on issues and ideas ranging from broad general interests to my areas of specialized expertise, including supporting arguments and exploring hypotheses.

PERFORMANCE INDICATOR

I can discuss and debate opinions and advice with multiple participants on a wide variety of complex issues and abstract ideas, concretely, abstractly, and hypothetically.

EXAMPLES: Speaking/Listening or Signing

I can… (customize with specific content).

I can discuss the issues related to a global banking system and its implication for fraud potential.

I can discuss religious issues with interfaith groups.

I can advise community leaders during their discussion on the selection of an artistic work to represent the diversity of the citizenry.

EXAMPLES: Writing/Reading

I can… (customize with specific content).

I can articulate my views in an online conversation about the practice of animal testing to develop medicinal treatments.

I can mediate an online debate on the potential impact of online degrees.

I can advocate for or against maintaining a country's membership in NATO.

DISTINGUISHED

PROFICIENCY BENCHMARK

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.

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

PERFORMANCE INDICATOR

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

EXAMPLES: Speaking/Listening or Signing

I can… (customize with specific content).

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.

EXAMPLES: Writing/Reading

I can… (customize with specific content).

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.

PRESENTATIONAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

SUPERIOR

PROFICIENCY BENCHMARK

I can deliver extended presentations on abstract or hypothetical issues and ideas ranging from broad general interests to my areas of specialized expertise, with precision of expression and to a wide variety of audiences, using spoken, written, or signed language.

DISTINGUISHED

PROFICIENCY BENCHMARK

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.

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

PERFORMANCE INDICATORS

I can present clearly-articulated, coherent and detailed narrations on complex, abstract issues and hypothetical issues.

PERFORMANCE INDICATORS

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: Speaking or Signing

I can… (customize with specific content).

- ***I can*** present an analysis on how age or gender affects roles in family, school, or the workplace, in my own and other cultures
- ***I can*** present detailed fictional narrations following cultural conventions of the storytelling genre.
- ***I can*** present hypotheses about the impact of complex decisions in my field of expertise.
- ***I can*** present a technical analysis of an experiment or scholarly investigation conducted in my field of expertise and the potential scientific or societal ramifications.

EXAMPLES: Speaking or Signing

I can… (customize with specific content).

- ***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.

EXAMPLES: Writing

I can… (customize with specific content).

- ***I can*** write an analysis of how age or gender affects roles in family, school, or the workplace, in my own and other cultures
- ***I can*** write detailed fictional or historical narrations, following cultural conventions of the storytelling genre.
- ***I can*** write an article for a professional journal about the impact of complex decisions in my field of expertise.
- ***I can*** write a comprehensive review of a historical, factual or literary work related to my field of expertise.

EXAMPLES: Writing

I can… (customize with specific content).

- ***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.

PRESENTATIONAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

SUPERIOR

PROFICIENCY BENCHMARK

I can deliver extended presentations on abstract or hypothetical issues and ideas ranging from broad general interests to my areas of specialized expertise, with precision of expression and to a wide variety of audiences, using spoken, written, or signed language.

DISTINGUISHED

PROFICIENCY BENCHMARK

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.

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

PERFORMANCE INDICATORS

I can deliver a clearly articulated and well-structured argument, refute counterarguments, and give extensive supporting evidence on abstract or hypothetical issues and ideas, ranging from broad general interests to areas of specialized expertise.

PERFORMANCE INDICATORS

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: Speaking or Signing

I can… (customize with specific content).

- ***I can*** make a presentation about selecting works for a gallery show or a concert based on a mediated perception of beauty.
- ***I can*** construct, develop and present evidence-based hypotheses to explore alternative possibilities to an established practice.
- ***I can*** restructure an existing presentation to reflect a particular point of view for a new audience.
- ***I can*** defend or challenge a controversial action taken by a person or group

EXAMPLES: Speaking or Signing

I can… (customize with specific content).

- ***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.

EXAMPLES: Writing

I can… (customize with specific content).

- ***I can*** write about how to work with others to select works for a gallery show or a concert based on a mediated perception of beauty
- ***I can*** write an academic thesis or dissertation taking a stance on an issue or set of issues.
- ***I can*** write a comprehensive policy statement challenging readers to consider multiple perspectives.
- ***I can*** write a review of a written work for a literary magazine or scholarly journal.

EXAMPLES: Writing

I can… (customize with specific content).

- ***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.

PRESENTATIONAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

SUPERIOR

PROFICIENCY BENCHMARK

I can deliver extended presentations on abstract or hypothetical issues and ideas ranging from broad general interests to my areas of specialized expertise, with precision of expression and to a wide variety of audiences, using spoken, written, or signed language.

PERFORMANCE INDICATORS

I can deliver clearly articulated and well-structured presentations to various audiences on abstract or hypothetical issues and ideas, ranging from broad general interests to areas of specialized expertise.

EXAMPLES: Speaking or Signing

I can… (customize with specific content).

- ***I can*** present an analysis of the role played by schooling in family and society, in my own and other cultures.
- ***I can*** present extensively on a concept or trend in my field of specialization, such as in a TEDTalk.
- ***I can*** present a lecture for a variety of purposes in a way that aligns the presentation with the intended objectives.
- ***I can*** provide a balance of evidence and explanations in a presentation on a complex issue and make adjustments as needed to address the audience's lack of knowledge on a particular topic.

EXAMPLES: Writing

I can… (customize with specific content).

- ***I can*** write an analysis of the role played by schooling in family and society, in my own and other cultures
- ***I can*** write extensively on a concept or trend in my field of specialization.
- ***I can*** write an article for submission to a professional or specialized journal.
- ***I can*** write an editorial for a newspaper or magazine about a current social, cultural or political issue or controversy.

DISTINGUISHED

PROFICIENCY BENCHMARK

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.

PERFORMANCE INDICATORS

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: Speaking or Signing

I can… (customize with specific content).

- ***I can*** present an objective evaluation of the role of education in the quality of life in my own and other cultures.
- ***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*** make coherent and articulate presentations on global concepts such as environmental issues, population growth or genetically modified organisms.
- ***I can*** gauge the level of comprehension of my audience and adjust my presentation's content, style or delivery as appropriate.

EXAMPLES: Writing

I can… (customize with specific content).

- ***I can*** write an objective evaluation of the role of education in the quality of life in my own and other cultures.
- ***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, human rights, or the long-term impact of pesticides.
- ***I can*** write articles on the destruction or preservation of cultural heritage sites that take into account all sides of the issue.

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

INTERCULTURAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

SUPERIOR

INVESTIGATE Investigate Products And Practices To Understand Cultural Perspectives	PROFICIENCY BENCHMARK	
	In my own and other cultures ***I can*** suspend judgment while critically examining products, practices, and perspectives.	
		PERFORMANCE INDICATORS
	PRODUCTS	In my own and other cultures ***I can*** analyze how products of personal and public interest are related to perspectives.
	PRACTICES	In my own and other cultures ***I can*** analyze how practices within informal and formal situations are related to perspectives.

INTERACT Interact With Others In And From Another Culture	PROFICIENCY BENCHMARK	
	I can interact in complex situations to ensure a shared understanding of culture.	
		PERFORMANCE INDICATORS
	LANGUAGE	***I can*** suspend judgement, adapt my language, and make appropriate cultural references when interacting with others from the target culture in social and professional situations.
	BEHAVIOR	***I can*** adhere to basic social and professional norms and etiquette, read nonverbal cues and adjust my behavior in complicated situations.

EXAMPLES: Linking Investigation and Interaction

I can… (customize with specific content).

INVESTIGATE	In my own and other cultures ***I can*** analyze the evolution of urban architectural design from traditional to current trends.
INTERACT	***I can*** interact appropriately in professional meetings and adjust behaviors to accomplish my goals.
INVESTIGATE	In my own and other cultures ***I can*** analyze the changes in significance of landmarks and monuments over time and the feelings or emotions evoked by those who live in the culture.
INTERACT	***I can*** adjust the display of my emotional reactions when the cultural expectations differ from my own.
INVESTIGATE	In my own and other cultures ***I can*** analyze the role family plays in schooling
INTERACT	***I can*** interview parents about their role in their children's education. and analyze their responses.
INVESTIGATE	In my own and other cultures ***I can*** analyze the values represented by scheduling of daily routines, and other events.
INTERACT	***I can*** easily conform to norms when scheduling events in a professional setting, such as arrival time and lunch schedules.
INVESTIGATE	In my own and other cultures ***I can*** analyze perceptions of beauty and aesthetics that are reflected in art and music.
INTERACT	***I can*** work with others to select works for a gallery show or a concert based on a mediated perception of beauty.
INVESTIGATE	In my own and other cultures ***I can*** analyze how environmental initiatives contribute to a people's cultural identify or pride.
INTERACT	***I can*** respect a country's environmental policies when negotiating a business opportunity or participating in a service project with locals.
INVESTIGATE	In my own and other cultures ***I can*** identify and analyze implicit bias in social media reactions to the coverage of news and events.
INTERACT	***I can*** recognize and respect other points of view, when discussing a story or film plotline.
INVESTIGATE	In my own and other cultures ***I can*** analyze the values reflected in political decisions based on stereotypes.
INTERACT	***I can*** post an analysis of and answer questions about campaign rhetoric around immigration and its reliance on stereotyped ideas, adapting my language to neutralize the stereotype.
INVESTIGATE	In my own and other cultures ***I can*** analyze the attitudes toward the environmental impact of globalized products.
INTERACT	***I can*** collaborate in international efforts to promote global citizenry.

INTERCULTURAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

SUPERIOR

INVESTIGATE Investigate Products And Practices To Understand Cultural Perspectives	PROFICIENCY BENCHMARK	
	In my own and other cultures ***I can*** suspend judgment while critically examining products, practices, and perspectives.	
		PERFORMANCE INDICATORS
	PRODUCTS	In my own and other cultures ***I can*** analyze how products of personal and public interest are related to perspectives.
	PRACTICES	In my own and other cultures ***I can*** analyze how practices within informal and formal situations are related to perspectives.

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	I can interact in complex situations to ensure a shared understanding of culture.	
		PERFORMANCE INDICATORS
	LANGUAGE	***I can*** suspend judgement, adapt my language, and make appropriate cultural references when interacting with others from the target culture in social and professional situations.
	BEHAVIOR	***I can*** adhere to basic social and professional norms and etiquette, read nonverbal cues and adjust my behavior in complicated situations.

EXAMPLES: Linking Investigation and Interaction

I can… (customize with specific content).

INVESTIGATE	In my own and other cultures ***I can*** analyze how the use of sarcasm, irony, and humor reflects societal attitudes.
INTERACT	***I can*** greet, interact with and take leave from people across cultures in social and professional situations.
INVESTIGATE	In my own and other cultures ***I can*** analyze how age or gender affects roles in family, school, or the workplace.
INTERACT	***I can*** interact with members of someone's family in a professional capacity while respecting their cultural values.
INVESTIGATE	In my own and other cultures ***I can*** analyze the government's fiscal support for math and science education and draw conclusions about how and why these areas of study are valued.
INTERACT	***I can*** share ideas when analyzing the budget or architectural design for a new building.
INVESTIGATE	In my own and other cultures ***I can*** analyze how people's beliefs and attitudes toward a healthy lifestyle influence eating and exercise habits.
INTERACT	***I can*** demonstrate proper table etiquette and conversation at formal functions such as a wedding or a business dinner.
INVESTIGATE	In my own and other cultures ***I can*** analyze what values are promoted through local or national events, such as sporting events, national reading week, marathons, or film festivals.
INTERACT	***I can*** referee a sporting event in the target culture and demonstrate impartiality during controversial rulings.
INVESTIGATE	In my own and other cultures ***I can*** analyze the historical origins and evolution of holiday or festival practices.
INTERACT	***I can*** participate appropriately in activities related to most holiday celebrations or festivals of the target culture.
INVESTIGATE	In my own and other cultures ***I can*** analyze how decisions are made in the travel industry based on individual and collective values.
INTERACT	***I can*** arrange a trip that respects local values and traditions and meets travelers' need and habits.
INVESTIGATE	In my own and other cultures ***I can*** assess and explain the impact of cultural competence on business negotiations.
INTERACT	***I can*** open and manage a business bank account.
INVESTIGATE	In my own and other cultures ***I can*** analyze the effects of globalization on how people see and demonstrate their personal and national identity.
INTERACT	***I can*** market a product in the target culture.

INTERCULTURAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

DISTINGUISHED

INVESTIGATE Investigate Products And Practices To Understand Cultural Perspectives	PROFICIENCY BENCHMARK	
	In my own and other cultures ***I can*** objectively evaluate products and practices and mediate perspectives.	
		PERFORMANCE INDICATORS
	PRODUCTS	In my own and other cultures ***I can*** evaluate a wide range of concrete and abstract products from different viewpoints.
	PRACTICES	In my own and other cultures ***I can*** evaluate a wide range of concrete and abstract practices from different viewpoints.

INTERACT Interact With Others In And From Another Culture	PROFICIENCY BENCHMARK	
	I can engage with complexity and pluricultural identities and serve as a mediator between and among cultures.	
		PERFORMANCE INDICATORS
	LANGUAGE	***I can*** show empathy and cultural sophistication in my language when interacting in social, academic or professional situations with others from the target culture.
	BEHAVIOR	***I can*** transition smoothly from formal to informal styles of behavior, respond effectively to nonverbal cues and mediate situations of cultural misunderstanding with empathy.

EXAMPLES: Linking Investigation and Interaction

I can… (customize with specific content).

INVESTIGATE	In my own and other cultures ***I can*** express various viewpoints about urban planning and its influence on society.
INTERACT	***I can*** organize informal and formal social activities that validate the traditions of international visitors.
INVESTIGATE	In my own and other cultures ***I can*** evaluate the cultural capital of landmarks and monuments from different viewpoints.
INTERACT	***I can*** respond with appropriate behavior to the reactions of a diverse group at a political demonstration or other emotionally-charged event.
INVESTIGATE	In my own and other cultures ***I can*** objectively evaluate the role of education in the quality of life.
INTERACT	***I can*** collaborate on an educational research project with peers from other cultures, mediating objections during the process.
INVESTIGATE	In my own and other cultures ***I can*** evaluate how and why people conceptually organize time and events.
INTERACT	***I can*** mediate differences to show respect for how the other considers time and space while organizing an event for native speakers.
INVESTIGATE	In my own and other cultures ***I can*** evaluate, through multiple lenses, the evolution of beauty, music and art from traditional to current trends.
INTERACT	***I can*** collaborate on a retrospective of an artist's or musician's work.
INVESTIGATE	In my own and other cultures ***I can*** analyze and critique environmental policies from multiple perspectives.
INTERACT	***I can*** conduct a comparative analysis of environmental laws and share my findings.
INVESTIGATE	In my own and other cultures ***I can*** evaluate the changing attitudes toward entertainment, social media and literature, and how it impacts lives.
INTERACT	***I can*** conduct research and share findings on attitudes and beliefs as reflected in social media, literature and the entertainment industry.
INVESTIGATE	In my own and other cultures ***I can*** evaluate what evidence gave rise to a stereotype in order to demystify it.
INTERACT	***I can*** facilitate a formal discussion before a diverse audience on a controversial topic, such as terrorist acts or drug trafficking, without judgment or bias.
INVESTIGATE	From my own and other cultures' viewpoints ***I can*** evaluate the impact of globalization on economic and political perspectives.
INTERACT	***I can*** participate on a panel to discuss countries' actions to address global warming.

INTERCULTURAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

DISTINGUISHED

INVESTIGATE Investigate Products And Practices To Understand Cultural Perspectives	PROFICIENCY BENCHMARK	
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	PRODUCTS	In my own and other cultures ***I can*** evaluate a wide range of concrete and abstract products from different viewpoints.
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INTERACT Interact With Others In And From Another Culture	PROFICIENCY BENCHMARK	
	I can engage with complexity and pluricultural identities and serve as a mediator between and among cultures.	
		PERFORMANCE INDICATORS
	LANGUAGE	***I can*** show empathy and cultural sophistication in my language when interacting in social, academic or professional situations with others from the target culture.
	BEHAVIOR	***I can*** transition smoothly from formal to informal styles of behavior, respond effectively to nonverbal cues and mediate situations of cultural misunderstanding with empathy.

EXAMPLES: Linking Investigation and Interaction

I can… (customize with specific content).

INVESTIGATE	In my own and other cultures ***I can*** critically interpret, evaluate, and mediate verbal and nonverbal behaviors in informal and formal contexts.
INTERACT	***I can*** greet, interact with and take leave from people across cultures in diverse situations and mediate others' miscues.
INVESTIGATE	In my own and other cultures ***I can*** evaluate how family structure impacts social issues and political decision-making.
INTERACT	***I can*** collaborate in decision-making in crisis situations involving families.
INVESTIGATE	In my own and other cultures ***I can*** evaluate the economic impact of math and science education and defend or dispute current related policies.
INTERACT	***I can*** arbitrate conflicts at an urban revitalization summit addressing the economic effects of rezoning.
INVESTIGATE	In my own and other cultures ***I can*** evaluate multiple viewpoints toward such issues as healthcare, hunger, and obesity, and the implications on laws and quality of life.
INTERACT	***I can*** participate confidently in informal and formal corporate events in another culture, as a participant and a planner.
INVESTIGATE	In my own and other cultures ***I can*** examine and evaluate how attitudes toward personal time influence laws and regulations concerning work and vacation time.
INTERACT	***I can*** mediate objections during the process of planning sports events with representatives of multiple nations.
INVESTIGATE	In my own and other cultures ***I can*** interpret and mitigate conflicting ideas people may have about various holiday or festival rituals.
INTERACT	***I can*** organize an event, a holiday celebration or a festival in accordance with the beliefs of international visitors.
INVESTIGATE	In my own and other cultures ***I can*** evaluate how legislators' beliefs and motivations have financial and political implications on the transportation industry.
INTERACT	***I can*** debate the benefits and consequences of introducing a new form of transportation given the local context.
INVESTIGATE	In my own and other cultures ***I can*** evaluate values reflected in a nation's economic policies for foreign investment and international trade.
INTERACT	***I can*** trade on a foreign stock exchange.
INVESTIGATE	In my own and other cultures ***I can*** evaluate and explain the impact of globalization on economic and political perspectives.
INTERACT	***I can*** organize a conference that meets the needs and expectations of a global audience.

Reflection
Intercultural Communication

Introduction

Cultures Goal: Interact with cultural competence and understanding.

Standard: Learners use the language to investigate, explain and reflect on the relationship between **Practices and Perspectives** of the cultures studied.

Standard: Learners use the language to investigate, explain and reflect on the relationship between **Products and Perspectives** of the cultures studied.

Using the Can-Do Statements for Intercultural Communication for self-assessment, goal setting, and planning for learning is only a first step on the journey to developing Intercultural Communicative Competence (ICC). **Another crucial step is reflection**.

Learners' awareness and understanding of their own and others' cultures grow with each new intercultural encounter. They begin to experience how language proficiency can limit or enhance their comfort level or success in these encounters. It takes reflection, however, to process a depth of understanding that develops openness and promotes an examination of values and attitudes, which Byram (1997, 2002), Deardorff (2006) and Fantini (2006) state, that along with knowledge and skills, are the foundation of intercultural competence. Learning to examine and understand behaviors provides a factual base from which stereotypes and misconceptions can be explained and dispelled. To help develop a habit of self-reflection, it is important for learners to pause and withhold judgment when learning about, analyzing, and interpreting cultural products, practices and perspectives.

The primary focus of language education is to develop language proficiency, however, deep reflection normally occurs in one's native language. For this reason, the reflective activities are designed with maximum use of the target language during instructional time and an option for use of English at home for deeper reflection. **The framework for reflective activities involves:**

- an introductory in-class component in the target language;
- a deeper reflection outside of class in English, or, if the learner's proficiency level allows, in the target language; and
- a follow-up in-class target language component.

It is worth noting that the lack of sufficient language proficiency does not prevent the internalization of cultural perspectives, it only hinders the ability to communicate them in the target language. Learners internalize perspectives by reflecting on them and expressing them in their native language, before they express those perspectives in the target language. In the early stages of learning a language, learners develop an understanding of products and practices, while internalizing the perspectives associated with them. Later, as their language

proficiency grows, learners are able to express and apply their knowledge of perspectives in intercultural contexts.

The development of cognitive and affective skills is a factor in intercultural reflection and growth. Young learners need guided experience and can benefit from parental or caregiver involvement at home. **Observing, noticing, discovering, comparing, considering, thinking, and higher level skills such as recommending, planning, hypothesizing and creating,** are among the cognitive acts associated with reflection and are vital to the evolution of attitudes. Affective components such as **receiving, feeling, imagining, valuing, appreciating, and preferring** need to be taken into account, as they, too, play an important role in the reflective process.

The accumulation of individual experiences and the quality of reflection on those experiences pave the path to growth in Intercultural Communicative Competence. The world language classroom provides a prime environment for nurturing these dispositions and skills, crucial to whole child development. However, it should not be the sole responsibility of language teachers to develop a learner's ICC. Educators across content areas can collaborate and partner with outside organizations to build a more extensive and integrated schoolwide ICC program.

Intercultural Communication and Reflection

Sample Activities

NOVICE	Early Learners, K-1-2
Learning Target for Intercultural Communication	• **Investigate:** In my own and other cultures I can identify social practices such as greetings, introductions, leave-taking and thanking people. • **Interact:** I can greet and take leave from someone using polite rehearsed behaviors.

Intercultural Activities *(in class, in the target language)*

- Learners watch video clips of various people meeting one another in different contexts – family members, friends, business associates.
  - Ask learners to repeat what was said in the various interactions.
  - Make a chart on the board, with columns for family members, friends, and business associates.
  - Review the videos and ask the learners to guess which interactions were among family members, friends, and business associates.
  - Point out that in some interactions, the people kiss the cheek of the person they are meeting ("Faire la bise").
  - Have learners take note that some people do 2 kisses, whereas some do 3 and some do 4. Show a map of France and show Paris. State that in Provence it is 3 kisses and that in southern France it is 4 kisses. The rest of France uses 2 kisses. State that in Paris people do 2 or 4 kisses.
  - Give situations and ask learners what would they say. Would they "faire la bise?"
- Ask for volunteers to use puppets or stuffed animals to demonstrate how people in the target culture greet/say good-bye to friends, family and teachers, based on what they saw in the videos.
- Learners think about how comfortable they would feel using the appropriate greeting in the target culture. As the teacher points to /says each line of the chart, learners give Thumbs UP, Thumbs SIDEWAYS, or Thumbs DOWN.

Reflections *(at home, in English or the target language)*

Interactive Journal. Parents will interview their child and record responses in their journal.

A. How do French kids greet their family members? Do you greet your family in this way?
B. How do French kids greet their friends? Do you greet your friends in this way?
C. How do French adults meet their friends? Do your parents greet their friends in this way?
D. How do French adults meet their business associates? Do your parents greet their business associates in this way?
E. Would you feel comfortable greeting your family members with a ***bise***? What about your friends?
F. If you were to travel to France, would you think it is important to greet people with a ***bise***? Why or why not?

Closing Activity *(in the target language)*

Teacher will respond in writing to learners' journal entries. Parents will share responses with their child.

Intercultural Communication and Reflection

Sample Activities

NOVICE	Elementary – 4th grade Spanish
Learning Target for Intercultural Communication	• **Investigate:** In my own and other cultures I can identify locations to buy something and how cultures affect where people shop. • **Interact:** I can use rehearsed behaviors when shopping in a familiar type of store.

Intercultural Activities *(in class, in the target language)*

Following a lesson on where people shop in the target culture, learners are taken on a field trip to a local Mexican *tienda.* Learners greet and interact with the owner and/or sales clerk(s) and in groups of 3 or 4 participate in a scavenger hunt to find certain items. When learners locate the specific items, they photograph them and write down their names for a later presentation.

Reflections *(at home, in English or the target language)*

1. Write down in English what you noticed in the store beyond the products on the scavenger list: e.g., what people wore, what language customers were speaking, if there was a TV and what program was on, if hot food was sold, what products other than food were available, etc.

2. How was this store similar to or different from grocery stores where your family shops?

3. POLL: For each set of statements below, choose the one that best describes your reaction and say why you chose that statement.

   A. I felt very comfortable in the store and would like to go back.
   I felt relatively comfortable in the store.
   I felt uncomfortable in the store.

   B. I thought it was fun to discover new foods in the store and might like to try one.
   I learned about some new foods that other people use. This will help me in class.
   I like field trips, but I'm not really interested in learning about new foods.

   C. I felt very comfortable trying to talk with the owner/clerk(s).
   I felt okay talking with the owner/clerk(s),
   I felt uncomfortable talking with the owner/clerk(s).
   I didn't talk with the owner/clerk(s).

4. What have you learned about yourself and others from thinking about this?

Closing Activity *(in class, in the target language)*

The next day, groups share their findings. Teacher asks yes/no, either/or, and short answer questions in the target language to help learners to think more deeply about the shared information.

- Did you see calendars for sale? Did they have photos of movies or religion on them? Why? (Because religion is important to them? etc.)
- Was there a TV on in the store? What was playing: sporting event, singers, the news? (If sports, which one? Why? Do they play ___ in ___?) etc.

Teacher and students chart the responses to the homework poll to show students the cross section of reactions. Teacher brings in a food from the store for students to try.

Intercultural Communication and Reflection

Sample Activities

NOVICE	**Middle / High School**
Learning Target for Intercultural Communication	• **Investigate:** In my own and other cultures I can identify locations to buy something and how culture affects where people shop. • **Interact:** I can use rehearsed behaviors when shopping in a familiar type of store.

Intercultural Activities *(in class, in the target language)*

- Learners view a video clip of a family grocery shopping for the week, in a target language country. It may include shopping in a supermarket; shopping in a supermarket and in some specialty shops; or shopping exclusively in specialty shops.
- In small groups, learners complete a T-chart in which they compare the shopping experience in the video with their own family's grocery shopping experience.

	Video Observations	**How My Family Shops**
List the store(s) where they shopped:		
List what they bought:		
List how much they bought of each item:		
Categorize what was bought:		

- The teacher facilitates a class summary in the target language as the groups share their results.

Reflections *(at home, in English or the target language)*

Interactive Journal. Learners will reflect on/answer the following questions in their journal.

1. Describe how a family shops in <target country>.
2. How does this compare to the way your family shops?
3. What do you think accounts for some of the differences? Why do you think the family in <target country> bought certain groceries and not others?
4. What groceries will they have to buy before the next week's shopping trip?
5. Name some specialty food shops in our city. Who shops at specialty food shops?
6. How practical would it be for your family to shop like the family in <target country>?
7. What new insights about yourself and others have you gained from thinking about this?

Closing Activity *(in class, in the target language)*

The teachers facilitates the completion of a class Venn diagram to summarize the similarities and differences of grocery shopping in < target culture>. Learners then role play shopping in various specialty shops in <target country>.

Intercultural Communication and Reflection

Sample Activities

NOVICE	**Middle / High School**
Learning Target for Intercultural Communication	• **Investigate:** In my own and other cultures I can identify social practices such as greetings, introductions, leave-taking and thanking people. • **Interact:** I can greet and take leave from someone using polite rehearsed behaviors.

Intercultural Activities *(in class, in the target language)*

- Draw the following T-chart on the board. Modify as needed for your target culture.

GREETINGS / GOOD-BYE

	United States	Target Country/Culture
With friends		
With family		
With teachers		

- Ask for volunteers to demonstrate how they greet/say good-bye to their friends; to their family members; to their teachers. The teacher will fill out the USA column, with simple language or images, using the target language to summarize what the learners did (e.g., high five, fist bump, hug).

- Ask for volunteers to demonstrate how they think people in the target culture greet/say good-bye to friends, family and teachers. The teacher fills out the second column, with simple target language or images, summarizing what the learners did.

- Show snippets of videos with native speakers greeting or saying good-bye to friends, family and teachers. The teacher and learners then edit the second column together, based on the videos.
- Ask learners to think about how comfortable they would feel using the appropriate greeting in the target culture. As the teacher points to /says each line of the chart, have learners give Thumbs Up, Thumbs Down, Thumbs Sideways, to indicate their comfort level.

Reflections *(at home, in English or the target language)*

Interactive Journal. Learners will reflect on/answer the following questions in their journal.

1. Describe how students in <target culture> greet family, friends and teachers.
2. How is this similar and/or different from your way of greeting?
3. How comfortable or uncomfortable would you be using the appropriate greetings/good-byes in the target culture, with friends, family and teachers? Why do you think you would react this way?
4. How important would it be for you to adjust your behavior to fit in with teens in the target culture?
5. What do you think a <target culture> teen would think about the way American students greet their friends, family and teachers? Do you think it would be hard for them to adjust their behavior?
6. What new insights about yourself and others have you gained from thinking about this?

Closing Activity *(in the target language)*

Teacher responds in writing to the students' journal reflections.

INTERMEDIATE	**Middle / High School**
Learning Target for Intercultural Communication	• **Investigate:** In my own and other cultures I can describe how attitudes toward informality and formality in relationships affect behavior and language. • **Interact:** I can use appropriate greeting and leave taking gestures and behaviors in familiar informal and formal situations.

Intercultural Activities *(in class, in the target language)*

Learner Discussion:

- How does the level of formality between students and teachers in the USA compare to that of the target culture?
- What might be some reasons for similarities or differences in formality in both cultures?
- How much formality do you prefer with teachers? Why?
- How do people use behavior and language to show their attitude toward another person in the USA? And in the target culture?

Reflections *(at home, in English or the target language)*

1. Describe how formal or informal are you with people in your life (parents, friends, teachers). How does your language or behavior change when interacting with these people?
2. How is this similar or different to teens in <target culture>?
3. Why do you think there are these similarities or differences?
4. How do you know what level of formality someone else expects?
5. Do you think American parents are too informal with their children?
6. Do you think teachers in the USA are too informal with their students?
7. What are the advantages and drawbacks to an informal teacher-student or parent-child relationship?
8. How does the level of formality between the student and teacher affect the classroom environment?
9. How does the level of formality between the parent and child affect the home environment?
10. What new insights about yourself and others have you gained from thinking about this?

Closing Activity *(in class, in the target language)*

Essay topic: Pick one of the following topics:

a) Choose one of your classes in which the teacher is either very formal with students or very informal with the students. Tell how this affects the atmosphere of the class, teacher-student interactions, and the behavior and language in the class. How does this level of formality affect your experience in the class? How might this be similar or different to a class in <target culture>?

b) Write from the point-of-view of an exchange student from <target culture> staying in the USA for a year. What might surprise her/him regarding the level of formality between American teens and their parents/teachers/other adults? How might s/he have to adjust her/his own behavior and language?

Intercultural Communication and Reflection

Sample Activities

INTERMEDIATE	**High School**
Learning Target for Intercultural Communication	• **Investigate:** In my own and other cultures I can identify and compare the values expressed by the way people celebrate holidays or festivals. • **Interact:** I can adjust the way I dress to make it appropriate for a celebration or event.

Reflections *(at home, in English or the target language)*

Learners journal about the 4th of July, answering the questions:

1. Why does your family celebrate this holiday?
2. What are a few of the traditions associated with its celebration in your family?
3. Does everyone in your town celebrate this holiday and if so, do they celebrate it in the same way? Why or why not?
4. What underlying values does this holiday represent for you?
5. What is a similar holiday that exists in <target culture>?
6. How does <target culture> celebrate this holiday?
7. How is this similar to the way you celebrate?

Intercultural Activities *(in class, in the target language)*

- The teacher:
  a. Skypes with a personal friend from the target culture;
  b. has learners Skype or correspond with a peer class in the target country; or
  c. invites a target language speaker or native-speaking ESL or exchange student to the class, to tell about how s/he/they celebrate their national holiday.

- Learners ask prepared and impromptu questions about why and how the holiday is celebrated and what the holiday represents. Additional questions could be asked to find out what the native speaker's knowledge and impression are about the celebration of July 4th in the U.S.

- Learners create a Venn diagram that illustrates the holidays' celebrations and their values.

Reflections *(at home, in English or the target language)*

Learners write about insights they have gained about themself and others, regarding the celebration of national holidays and people's values.

Intercultural Communication and Reflection

Sample Activities

ADVANCED	High School
Learning Target for Intercultural Communication	• **Investigate:** In my own and other cultures I can explain how the role of personal space and topics of conversation influence social interaction. • **Interact:** I can greet and take leave from someone using appropriate behaviors in most situations and change an incorrect behavior**.**

Intercultural Activities *(in class, in the target language)*

Learner discussion:

- How does personal space differ, based on the person with whom you are talking?
- How do you react when someone stands/sits too close or too far away from you?
- How do you know what is the "appropriate" distance between yourself and another person?
- How does personal space differ between your culture and the target culture?

- How does your topic of conversation differ, based on the person with whom you are talking?
- How do you react when someone brings up a topic that might be considered inappropriate for the social situation?
- How do you know what is an "appropriate" topic of conversation?
- How do conversation topics differ in your culture as compared to the target culture?

Reflections *(at home, in English or the target language)*

1. What is the appropriate amount of personal space in the USA for various social situations?
2. Research the appropriate amount of personal space in the target culture for various social situations.
3. How can one overcome feelings of discomfort brought on by another person being too close (or too far), based on cultural norms? How can one react or adjust without offending the other?
4. How do your topics of conversation differ, based on your social interactions?
5. Research what topics of conversation are appropriate in the target culture, based on the social situation.
6. How can one control strong reactions or emotions that might be brought on by a controversial topic of conversation?
7. What are some possible ways to repair a "faux pas" or an incorrect behavior in your own or another culture?
8. What new insights about yourself and others have you gained from thinking about this?

Closing Activity *(in class, in the target language)*

Scenarios

Learners brainstorm scenarios that would make a person from another culture uncomfortable (either an American in the target culture, or a foreign visitor to the USA). These could involve personal space, controversial topics, socially unacceptable behavior or language, etc.). Learners then discuss appropriate ways to react in these scenarios. Finally, learners role play the scenarios spontaneously with a peer.

What Is the Seal?

- Public Act 17-29, signed by the Governor on June 6, 2017, allows a local or regional board of education to affix the "Connecticut State Seal of Biliteracy" on the diploma of students who have achieved a "high level of proficiency in English and one or more foreign languages."
- An award given by a school or district, in recognition of students who have studied and attained proficiency in English and at least one other language.
- A recognition of students' academic efforts, to see the tangible benefits of being bilingual and biliterate, and of being prepared to live and work in the 21st century.

What Is the Cost?

- The price of a proficiency test (many of which are less than $20). For pricing, see ***www.ctcolt.org*** for more details.
- If you wish to affix a seal to a student diploma, they are available from the Connecticut Council of Language Teachers for $1 each.

Congratulations to these CT districts for awarding the Seal in 2018!

Bethel
Brookfield
Darien
East Lyme
Enfield
Farmington
Glastonbury
Greenwich
Groton
Hamden
Marianapolis Prep
Meriden
Monroe
New Britain
New Canaan
New Haven
New London
Newtown
North Branford
North Stonington
Norwalk
Region 1
Region 12
Region 16
Region 18
Stamford
Stonington
Stratford
Wallingford
Waterford
Westbrook
Wilton

What are the benefits of assessing for proficiency and awarding the Seal?

- Recognize best teaching practices, programs that teach for proficiency, and local boards of education and communities that support languages.
- Celebrate heritage and native speakers who have met proficiency targets in English and another language(s).
- Provide colleges and employers information about students' language abilities.

The Connecticut Council of Language Teachers, Inc.
CTCOLT.org
2018

CT COLT
Connecticut Council of Language Teachers

TEACH ASSESS AWARD
Proficiency

State of Connecticut
Seal of Biliteracy

Implementation Guide Created by the
Connecticut Council of Language Teachers

What Are the Eligibility Criteria?

Both native and non-native speakers of English will provide evidence of English language proficiency via graduation requirements. The world language performance should be demonstrated in both social and academic use of the language in all modes of communication.

1. Students must complete all English language arts requirements for graduation.
2. Students must demonstrate proficiency in a language other than English at a level comparable to Intermediate Mid on the ACTFL Proficiency Guidelines as demonstrated through one of the methods listed in the Assessment of Evidence Table (found in this brochure).

Who Can Earn the Seal?

All Connecticut students, in either private or public schools, are eligible to receive the Seal of Biliteracy based on evidence of achieving the designated level(s) of language proficiency. Students must be in grades 10, 11, or 12 to be eligible to receive the Seal. Please see below for a list of approved assessments.

Assessment of Evidence Table*	Minimum Score
Assessment of Performance toward Proficiency in Languages (**AAPPL**) Measure	1-3 in all four domains
Oral Proficiency Interview (**OPI**) or **OPIc** and Writing Proficiency Test (WPT)	Intermediate Mid
International Baccalaureate (**IB**) World Language Exam	4 or Higher
Advanced Placement (**AP**) World Language Exam	3
ASL Proficiency Interview	3
Sign Language Proficiency	Intermediate
Avant STAMP (Standards-based Measurement of Proficiency)	Intermediate Mid
ALIRA Latin Interpretive Reading Assessment	1-3

* See State Guidelines for a complete list of proficiency measures and low-incidence language guidelines.

For low-incidence languages visit ***www.altalang.com***.

Are There Resources for the Seal?

CT COLT is the local source for Connecticut Seal of Biliteracy diploma seals and pins. Items will be mailed to schools within two weeks of a completed order.

Please visit *www.ctcolt.org*, under the Seal of Biliteracy tab, to find the CT Guidelines, FAQs, webinars, and information about ordering seals.

What does the Seal of Biliteracy Measure?

Proficiency in a language at the Intermediate-Mid level or higher:

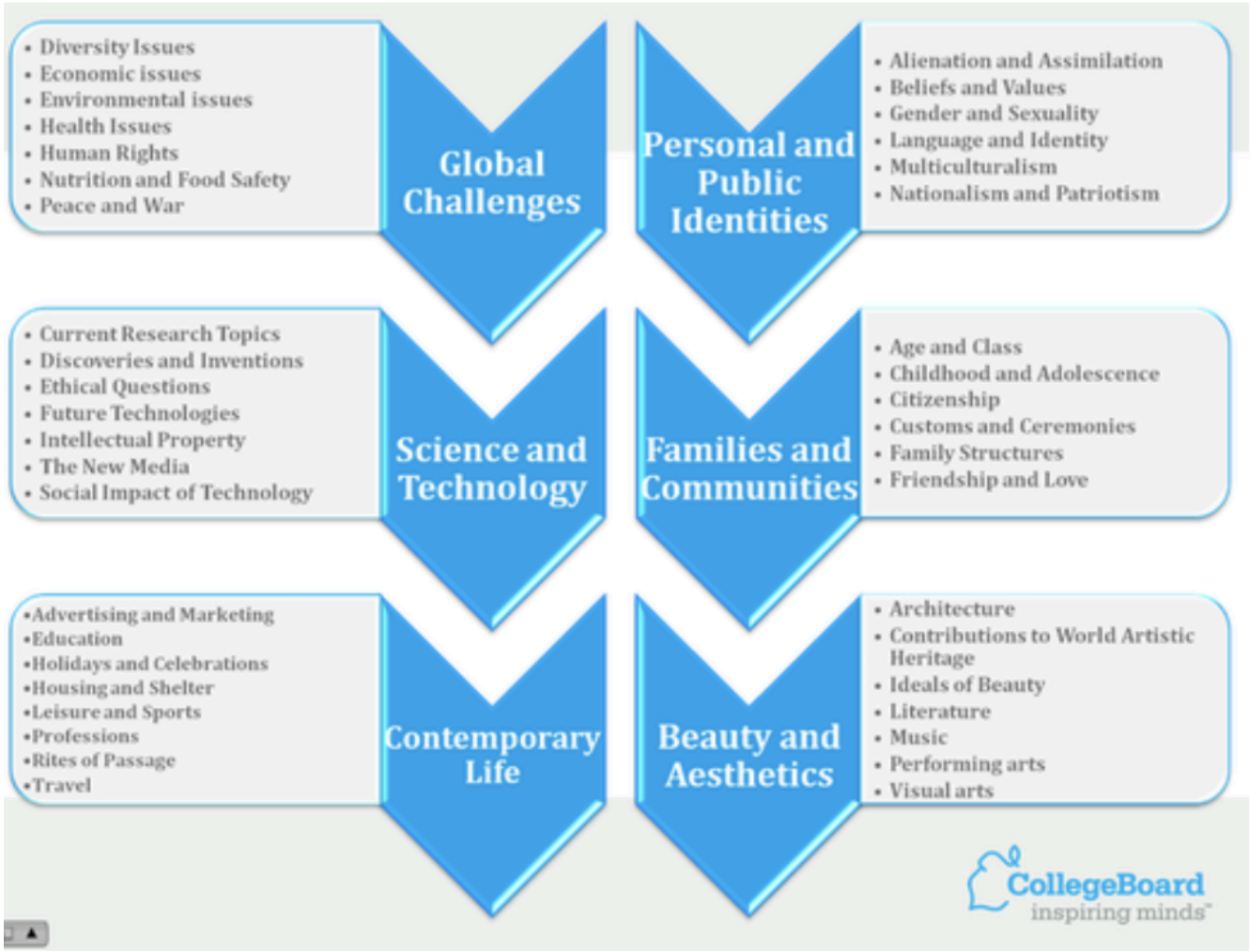
- Functional language ability
- The ability to use language for real world purposes, not what a learner knows about language
- What learners can do in a language

What are the Pathways to Earning the Seal?

Students may acquire proficiency in multiple languages through various pathways. Some examples include: traditional high school world language programs, traditional ESL programs, bilingual education and dual language programs, heritage language knowledge, and other pathways.

CTCOLT.org

AP Themes - ASL, French, Italian, Spanish, Mandarin



AP Themes - Latin

THEMES

Themes spiral across units.

LIT Literary Style and Genre

RMV Roman Values

WAE War and Empire

LDR Leadership

VNR Views of Non-Romans

HIS History and Memory

HBG Human Beings and the Gods

Essential questions by level
Enduring Understandings by level
Subject to change based on summer work 2024

ASL, French, Italian, Mandarin, Spanish

Level I

	Essential questions	Enduring understandings
Unit I	Who am I? Who are you?	Our cultural backgrounds make us unique. Knowledge of culture drives meaningful communication.
Unit II	How do family, friends, and cultural celebrations influence us?	Different communities celebrate in different ways.
Unit III	Are all schools the same? How do we spend our time?	Students across the globe share some common school experiences.
Unit IV	How do we express our creativity?	Cultural appreciation of the arts enriches our global perspective.
Unit V	What makes a travel destination special?	Travel cultivates global citizenship.

Level II

	Essential questions	Enduring understandings
Unit I	How does where we live impact how we live?	Different communities present different experiences. All communities play a role in the interconnectedness of societies.
Unit II	How do our daily habits affect us?	Our habits impact our health and wellbeing. Our habits are influenced by our cultures and our communities.
Unit III	How do our actions impact the world?	Individual actions affect the environment. Different communities prioritize the environment differently.
Unit IV	Who do we admire?	Admirable people shape families and communities. Cultural lenses affect who we admire and why.

Level III

	Essential questions	Enduring understandings
Unit I	How has childhood changed over the years?	Childhood is an essential part of who we are. Generations experience childhood differently. Children have rights.
Unit II	How does where I live influence what I eat?	Dining customs vary by geography, socioeconomic factors and culture. Awareness of diverse gastronomy fosters multicultural understanding.

Unit III	What personal choices and external factors influence where people around the world live?	Personal choices and imposed, external factors (eg. geography, natural resources, climate, family structure, and cultural practices) influence where and how we live.
Unit IV	What makes travel more than tourism?	Travel opens our minds and enriches our views of the world.

Level IV

	Essential questions	**Enduring understandings**
Unit I	What do the arts tell us about who we are? (What do the arts tell us about artists, culture and ourselves?)	The arts are a universal language. The arts tell stories. The arts are a reflection of the artist´s culture and experiences.
Unit II	How does solidarity promote positive change in our community and the world?	Communities are built on positive relationships. People are stronger together. Unity creates strength and awareness.
Unit III	How do we promote sustainable practices across diverse cultures?	TBD
Unit IV	How can culture and access impact well being both positively and negatively	Access to resources impacts wellbeing. Health systems vary between countries and communities.

Level V

	Essential questions	Enduring understandings
Unit I	What is it like to be an adolescent in today´s world?	The numerous factors that impact adolescents are ever changing. Challenges lead to growth. Educational and extracurricular opportunities vary nationally and globally.
Unit II	How does immigration reshape and diversify communities?	Immigration reshapes and diversifies communities. Immigration stories lead to greater understanding and empathy for others.
Unit III	How does conflict impact and influence everyday life?	Humans are fascinated with conflicts. Stereotypes may lead to cultural conflicts.
Unit IV	Why does inequality exist and what can we do to promote social justice?	Everyone deserves equal opportunities. We all have the ability to make positive changes and promote social justice.

Level VI

	Essential questions	Enduring understandings

Unit I	TBD	TBD
Unit II		
Unit III		
Unit IV		

AP

	Essential questions	**Enduring understandings**
Unit I	How do aspects of everyday life influence and relate to the quality of life? How does where one lives impact the quality of life? What influences one's interpretation and perceptions of the quality of life?	Achieving a balance between home life and work life significantly enhances overall quality of life. Cultural values shape and influence lifestyles. Socioeconomic factors as well as religious and cultural values influence the age of emancipation.
Unit II	What factors drive innovation and discovery in the fields of science and technology? What role do ethics play in scientific advancement? What are the social consequences of scientific or technological advancements?	Scientific and technological advances have varied impacts on different societies. As technology continues to advance at a rapid pace it brings ethical ramifications that different societies must address. Societies evolve and adapt in response to scientific and technological advances Scientific and technological advances evolve to meet the needs of society

Unit III	How does one's identity evolve over time? How does language shape our cultural identity? How does the art of a community reflect its public identity?	One's identity evolves over time through a combination of personal experiences, social interactions and cultural influences. Language allows individuals to express their cultural beliefs, values, and customs. Art is a powerful expression of a community's identity, reflecting its history, values, and aspirations.

Latin

	Essential questions	**Enduring understandings**
	To be completed	To be completed

FAIRFIELD PUBLIC SCHOOLS

Board of Education Finance Committee
Regular Meeting Agenda
Wednesday, June 5, 2024
5:00 PM
Superintendent Conference Room, 501 Kings Highway East

To listen via your phone, call 1-929-436-2866, Meeting ID 5012101002, Access Code 654321
Please Note:
- ✓ If you call in, you will not be heard by the board members.
- ✓ Public Comment is in-person or via email to publiccomment@fairfieldschools.org; there is no live call-in option for public comment.
- ✓ The meeting will also be streamed (audio only) on the FPS YouTube Channel.

1. Call to Order of the meeting of the Finance Committee and roll call
2. Approval of minutes from the March 13 and April 3 Finance Committee meetings
3. Business/discussion items
    a. Discussion with ADs regarding rental costs and recommendations
    b. District financial update with focus on year-end preview
    c. Revisiting tuition for children of employees and possible recommendations to Policy Committee
    d. Legislative update regarding CT Sec. 10-248a, non-lapsing accounts
4. Superintendent's report
5. Open committee and public comment
6. Adjournment