



# Ohio

## ADVANCED LOW COMMUNICATION

NCSSFL-ACTFL  
Can-Do Statements

2017

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

<b>Goal Setting</b>	Language learners use the Can-Do Statements to set their own learning goals, document their progress, and self-assess and reflect on their learning.
<b>Self-Assessment</b>	Learners use the Can-Do Statements to self-assess their progress, moving from “This is my goal” to “I can do this with help” to “I can do this consistently.”
<b>Proficiency vs Performance</b>	<p>Proficiency is what one can consistently do with language in unrehearsed, spontaneous and real-life contexts with native speakers over a sustained period of time.</p> <p>Performance is what one can do with language in practiced or familiar learning contexts. Performance can serve as a bridge to proficiency.</p>
<b>Proficiency Benchmarks</b>	<p>Benchmarks are long-term proficiency goals for learners, across the three modes of Interpretive, Interpersonal and Presentational Communication.</p> <p>Benchmarks can be used by educators to establish course outcomes.</p>
<b>Performance Indicators</b>	<p>Indicators are steps for learners to chart their performance and their progress toward meeting language proficiency goals.</p> <p>Indicators can help inform the creation of units by educators.</p>
<b>Examples</b>	<p>Examples provide evidence of real-life consistent language performance over time, or can inform the creation of lessons or learning activities.</p> <p><i>This is not a checklist to complete, but rather examples that will be elaborated and built upon by individual learners or educators.</i></p>
<b><i>“I can...(customize)”</i></b>	Customizable examples allow learners or educators to create their own samples of language performance, aligned to their learning content or context and the targeted proficiency level.



### 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.

## ADVANCED LOW

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

- I can identify the underlying message and some supporting details across major time frames in descriptive informational texts.

- ◆ This is my goal.
- ◆ I can do this with help.
- ◆ I can do this consistently.

#### Examples

- I can \_\_\_\_\_
- I can understand short presentations about famous people in history.
- I can follow the details of televised promotions for upcoming programs.
- I can identify the events of a travel writer's most recent trip as recounted in a podcast.
- I can understand the main points of a recorded short story.
- I can understand a talk about a student's study abroad experience.

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

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

- ◆ This is my goal.
- ◆ I can do this with help.
- ◆ I can do this consistently.

#### Examples

- I can \_\_\_\_\_
- I can understand the moral lesson expressed in an oral fable.
- I can identify events that influenced a character's decisions in an opera.
- I can identify the historical values expressed in an epic poem.
- I can identify the political beliefs of characters in an historical re-enactment.
- I can understand the reasons for a character's transformation in a play.

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

- I can understand the main message and some supporting details across major timeframes in conversation and discussions.

- ◆ This is my goal.
- ◆ I can do this with help.
- ◆ I can do this consistently.

#### Examples

- I can \_\_\_\_\_
- I can understand the discussion about the remodeling of a room between an interior designer and a customer.
- I can understand the feelings expressed by friends about their parents or relatives.
- I can understand a couple's plans for their wedding and honeymoon.
- I can follow a video conferencing session where participants are talking about a planned environmental project.
- I can understand a conversation where friends express their concerns about an upcoming election.

\* Note: Additional factors and strategies may impact how learners make meaning from texts that they hear, view or read: Text complexity or length, familiarity with topic, background knowledge, prior literacy skills, using context clues, making inferences, etc. An Interpretive Task template and rubric can be found [here](#).



### 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.

## ADVANCED LOW

### What can I understand, interpret or analyze in authentic *informational texts* I read?

- I can identify the underlying message and some supporting details across major time frames in descriptive informational texts.

- ◆ This is my goal.
- ◆ I can do this with help.
- ◆ I can do this consistently.

#### Examples

- I can \_\_\_\_\_
- I can understand written summaries of candidates' platforms to make a voting decision.
- I can understand some events described in an excerpt from an historical journal.
- I can understand absentee and sick leave policies in an employee handbook.
- I can read movie reviews to choose what to watch.
- I can read a catalogue of course descriptions to choose my classes.

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

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

- ◆ This is my goal.
- ◆ I can do this with help.
- ◆ I can do this consistently.

#### Examples

- I can \_\_\_\_\_
- I can understand the moral lesson expressed in a fable.
- I can understand the details that motivated the main character to commit a crime in a mystery.
- I can identify the historical values expressed in an epic poem.
- I can understand the main points of a science fiction short story.
- I can understand the reasons for a character's transformation in a chapter of a graphic novel.

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

- I can understand the main message and some supporting details across major timeframes in conversations and discussions.

- ◆ This is my goal.
- ◆ I can do this with help.
- ◆ I can do this consistently.

#### Examples

- I can \_\_\_\_\_
- I can understand a discussion about a home remodeling on a designer's blog.
- I can understand an email thread about someone's wedding plans.
- I can understand an online forum where people express concerns about an upcoming election.
- I can understand an exchange of letters relating to a product malfunction.
- I can understand reactions and responses in an electronic discussion about a new law.

\* Note: Additional factors and strategies may impact how learners make meaning from texts that they hear, view or read: Text complexity or length, familiarity with topic, background knowledge, prior literacy skills, using context clues, making inferences, etc. An Interpretive Task template and rubric can be found [here](#).



### 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.

## ADVANCED LOW

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

- 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.

- ◆ This is my goal.
- ◆ I can do this with help.
- ◆ I can do this consistently.

#### Examples

- I can \_\_\_\_\_
- I can exchange information about changes teenagers experience going from middle to high school.
- I can participate in a conversation to identify current and past examples of challenges immigrants faced.
- I can discuss with others the preparations that have been done and need to be done for an upcoming play or presentation.
- I can discuss with a friend on the phone a problem I am having and come up with solutions.
- I can discuss important historical events and their connection to the present.

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

- I can interact and negotiate to resolve an unexpected complication that arises in a familiar situation, using a few simple paragraphs across major time frames.

- ◆ This is my goal.
- ◆ I can do this with help.
- ◆ I can do this consistently.

#### Examples

- I can \_\_\_\_\_
- I can negotiate with a customer service representative to receive a refund for an item I purchased.
- I can interact with my supervisor to request time off from work and explain why I need the time.
- I can discuss with a friend how and when I am going to replace an item that I borrowed and then lost.
- I can interact with the hotel staff to request a room switch.
- I can discuss with the rental agent what happened to a rental car.

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

- 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.

- ◆ This is my goal.
- ◆ I can do this with help.
- ◆ I can do this consistently.

#### Examples

- I can \_\_\_\_\_
- I can discuss preferences for candidates in a local election based on their positions on various community issues.
- I can exchange opinions on the pros and cons of different study abroad programs to enhance a future career.
- I can discuss the effects that lowering the drinking age might have on binge drinking.
- I can discuss laws related to texting while driving.



### 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.

## ADVANCED LOW

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

- 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.

- ◆ This is my goal.
- ◆ I can do this with help.
- ◆ I can do this consistently.

#### Examples

- I can \_\_\_\_\_
- I can discuss online how musical preferences of young people have changed from generation to generation.
- I can have a virtual written exchange with an international group, sharing information about an important current event.
- I can provide feedback through online collaborative peer editing on a classmate's research paper.
- I can contribute to an online discussion about a current social issue.

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

- I can interact and negotiate to resolve an unexpected complication that arises in a familiar situation, using a few simple paragraphs across major time frames.

- ◆ This is my goal.
- ◆ I can do this with help.
- ◆ I can do this consistently.

#### Examples

- I can \_\_\_\_\_
- I can exchange messages with a friend to explain why I had to cancel a planned activity.
- I can negotiate with an online agent the release of information needed for a college application.
- I can exchange messages with a colleague or friend to discuss a difficult situation of a mutual friend.
- I can exchange online messages to correct a mistake made on my job application and provide the corrected information.

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

- 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.

- ◆ This is my goal.
- ◆ I can do this with help.
- ◆ I can do this consistently.

#### Examples

- I can \_\_\_\_\_
- I can exchange advice online about how to behave when visiting and eating with a family in a different culture.
- I can add my opinion about a social issue onto an online blog.
- I can continue an email exchange until I have convinced a colleague to take my side in an argument.
- I can collaborate online with fellow classmates to provide advice for next year's students on how to be successful in my language class.



**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.

**ADVANCED LOW**

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

➤ I can tell stories about school and community events and personal experiences, using paragraphs across major time frames.

- ◆ This is my goal.
- ◆ I can do this with help.
- ◆ I can do this consistently.

**Examples**

- I can \_\_\_\_\_
- I can make a presentation describing the highlights of a recent or upcoming family event.
- I can describe a social, cultural or political event that occurred or will occur in my community.
- 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 make a presentation describing certain health and fitness trends and the results of those trends.

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

➤ I can state a viewpoint with supporting evidence on some concrete academic, social and professional topics of interest, using paragraphs across major time frames.

- ◆ This is my goal.
- ◆ I can do this with help.
- ◆ I can do this consistently.

**Examples**

- I can \_\_\_\_\_
- I can promote an art or music event by presenting and elaborating on its social or artistic value.
- 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 present and provide a rationale for the importance of certain classes, college majors or training programs, citing trends over time.
- I can create and present an infomercial promoting an event, a service or a product.

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

➤ I can deliver presentations on some concrete academic, social and professional topics of interest, using paragraphs across major time frames.

- ◆ This is my goal.
- ◆ I can do this with help.
- ◆ I can do this consistently.

**Examples**

- I can \_\_\_\_\_
- I can explain the process for creating or updating a website or blog.
- I can explain the rationale behind a school, work or community project or policy.
- 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 a comparison of current and past traditions related to social events such as homecoming, graduation, marriages or funerals.



### 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.

## ADVANCED LOW

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

- I can tell stories about school and community events and personal experiences, using paragraphs across major time frames.

- ◆ This is my goal.
- ◆ I can do this with help.
- ◆ I can do this consistently.

#### Examples

- I can \_\_\_\_\_
- I can write about a family reunion for my relatives in another country.
- I can write a blog post describing the highlights of a recent trip or excursion.
- I can write about a social, cultural or political event that occurred or will occur in my community.
- I can describe certain trends in leisure time or use of social media and the results of those trends.

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

- I can state a viewpoint with supporting evidence on some concrete academic, social and professional topics of interest, using paragraphs across major time frames.

- ◆ This is my goal.
- ◆ I can do this with help.
- ◆ I can do this consistently.

#### Examples

- I can \_\_\_\_\_
- 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 essay for or against a position on a social issue.
- I can write a brief article giving a rationale for dietary and exercise practices to promote healthy living.
- I can create, write and edit an online journal, blog or discussion forum promoting community events, services or products.

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

- I can deliver presentations on some concrete academic, social and professional topics of interest, using paragraphs across major time frames.

- ◆ This is my goal.
- ◆ I can do this with help.
- ◆ I can do this consistently.

#### Examples

- I can \_\_\_\_\_
- I can revise class or meeting notes that I have taken for distribution.
- I can draft and revise a synopsis or abstract for a science fair project, research study or conference.
- I can write job descriptions or performance reports.
- I can draft and revise a resume or cover letter.