



Ohio

INTERMEDIATE HIGH COMMUNICATION

NCSSFL-ACTFL
Can-Do Statements

2017

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

Goal Setting	Language learners use the Can-Do Statements to set their own learning goals, document their progress, and self-assess and reflect on their learning.
Self-Assessment	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.”
Proficiency vs Performance	<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>
Proficiency Benchmarks	<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>
Performance Indicators	<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>
Examples	<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>
<i>“I can...(customize)”</i>	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.



Intermediate 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.

INTERMEDIATE HIGH

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

- I can usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph-length informational texts.

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

Examples

- I can _____
- I can understand the recorded descriptions of avatars in a new video game.
- I can understand directions to a familiar location.
- I can understand some points of a lecture on a common environmental issue.
- I can follow the major events of a traveler's experience narrated in a radio report.
- I can follow the master of ceremonies' congratulations and simple general comments at a special event.

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

- I can usually follow the main story and actions expressed in various timeframes in paragraph-length fictional texts.

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

Examples

- I can _____
- I can identify the sequence of events in a story.
- I can identify the main emotions described in a song.
- I can follow the main plot of a musical production.
- I can understand the characteristics of heroes described in an oral urban legend.
- I can understand most of what is said in a conversation among characters in a familiar play.

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

- I can usually understand the main idea and flow of events expressed in various 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 an interview between a student reporter and foreign visitors about activities they have done and are planning to do while in town.
- I can understand broadcasters discussing severe weather warnings.
- I can understand a conversation between two friends discussing last weekend's activities.
- I can understand simple questions posed in an interview of a celebrity.
- I can understand the main points of an argument between people in a public place.

* 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](#).
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Intermediate 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.

INTERMEDIATE HIGH

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

- I can usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph-length informational texts.

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

Examples

- I can _____
- I can understand information provided in a travel guide about a historical site.
- I can understand website descriptions of a Peace Corps volunteer's daily life.
- I can follow directions to do a science or other experiment.
- I can understand the basic instructions for playing a video game.
- I can understand the main points of a blogger's posts and responses.

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

- I can usually follow the main story and actions expressed in various timeframes in paragraph-length fictional texts.

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

Examples

- I can _____
- I can identify the sequence of events in a story with a plot twist.
- I can identify the main emotions described in the lyrics of a song.
- I can follow the main plot of a detective story.
- I can understand the characteristics of heroes in a folk legend.
- I can understand most of what is said in a conversation among characters in a familiar play.

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

- I can usually understand the main idea and flow of events expressed in various 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 an interview between a celebrity and a teen reporter in a publication.
- I can understand a text conversation between two friends discussing what they did last weekend.
- I can understand the main points of an argument between people in a blog posting.
- I can understand a written apology where someone explains why s/he couldn't attend a party.
- I can understand peer feedback on an end-of-course project.

* 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](#).



Intermediate 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.

INTERMEDIATE HIGH

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

- 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.

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

Examples

- I can _____
- I can participate in a conversation to support or reject a proposed school policy.
- I can exchange ideas on different options after graduation.
- I can compare reactions with a peer about a recent lecture.
- I can discuss information about career pathways.
- I can compare community service or volunteer opportunities with someone from a different country.

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

- 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 timeframes.

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

Examples

- I can _____
- I can talk with an airline representative to make the necessary changes to an already-ticketed flight.
- I can interact to schedule a make-up exam.
- I can negotiate the exchange of an item I have purchased in a store for another style.
- I can interact with my ePal to come up with various options for a class outing depending on the weather.

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

- 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 and that may combine to form paragraphs and asking a variety of questions, often across various timeframes.

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

Examples

- I can _____
- I can exchange opinions on a school policy and give reasons for why it should be changed.
- I can exchange opinions about the use of personal devices at school.
- I can outline positive and negative environmental practices in a conversation with city council representatives.
- I can exchange advice on how to be a successful learner.
- I can exchange opinions about the ways we use social media in our personal, school or work lives.



Intermediate 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.

INTERMEDIATE HIGH

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

- 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.

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

Examples

- I can _____
- I can participate in a chat to discuss the importance of learning another language.
- I can communicate online with peers in another culture to support a service learning project.
- I can exchange e-mail with a friend to share pros and cons of each dorm building on my campus
- I can exchange ideas for a collaborative project in an online news group.

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

- I can interact with others to meet my needs in a variety of situations, sometimes involving a complication, using connected sentences that may form paragraphs and asking a variety of questions, often across various time frames.

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

Examples

- I can _____
- I can interact with an online advisor in another culture to select courses matching my academic goals.
- I can exchange details with my destination wedding planner about my preferences for the ceremony and reception.
- I can chat online with a customer service representative to resolve an incorrect bill.
- I can exchange messages with the hotel receptionist to cancel my reservation and request to forgo the cancellation fee.

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

- 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 and that may combine to form paragraphs and asking a variety of questions, often across various timeframes.

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

Examples

- I can _____
- I can justify opinions about current trends in music in an online conversation.
- I can exchange opinions about a product on a company's website and say why or why not to buy it.
- I can exchange posts that provide specific and detailed feedback on a peer's draft for an article.
- I can add my advice about dating "do's and don'ts" onto an online blog.



Intermediate 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.

INTERMEDIATE HIGH

*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 a few short paragraphs, often across various time frames.

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

Examples

- I can _____
- 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 an experiment and provide supporting information.

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

➤ 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.

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

Examples

- I can _____
- I can give a presentation about similarities and differences between art and music festivals.
- I can present my reactions to a current event and explain what led to the event being in the news.
- I can create and present a public service announcement describing a problem and advocating for change.
- I can make a persuasive presentation to explain why one should revisit a store or restaurant that is under new ownership.

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

➤ 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 timeframes.

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

Examples

- I can _____
- I can compare school environments and curricula to determine what is valued in my own and other cultures.
- I can explain the series of steps taken to complete a task or experiment and describe the results.
- I can leave a voicemail for someone who was absent explaining what took place in class or on the job.
- I can present my qualifications and goals for an academic program, training or job.
- I can make a presentation about the history and current status of a school, organization or company.



Intermediate 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.

INTERMEDIATE HIGH

*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 a few short paragraphs, often across various timeframes.

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

Examples

- I can _____
- 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.

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

➤ 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.

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

Examples

- I can _____
- I can write a summary of a social media story and share my and others’ opinions about it.
- 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 create an infographic describing the benefits of joining an organization.
- I can write advice to younger learners about why to learn an additional language.

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

➤ 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.

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

Examples

- I can _____
- 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 compose communications for public distribution about the status of an ongoing event.
- I can summarize in an email what’s been happening in my community for someone who is new or has been away.
- I can summarize in writing a conversation or interview that I had with someone.