



Ohio

INTERMEDIATE LOW 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 can...(customize)”	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 LOW

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

- I can identify the topic and related information from simple sentences in short informational texts.

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

Examples

- I can _____
- I can follow simple cooking directions from a YouTube video.
- I can understand a voicemail reminding me of the details of an appointment.
- I can understand an announcement about a lost child in a store.
- I can understand simple questions about a scientific or other process.
- I can understand a broadcaster's questions to participants in a political demonstration.

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

- I can identify the topic and related information from simple sentences in short fictional texts.

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

Examples

- I can _____
- I can identify some specific, predictable actions from a segment of an audio book.
- I can identify some major events in a recorded children's story.
- I can understand a few lines in a song.
- I can select a book that matches my interest based on an online radio streamed book review.
- I can identify the pattern of rhymes in a nursery rhyme or poem.

What can I understand, interpret or analyze in *conversations* in which I'm not a participant?

- I can identify the main idea in short conversations.

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

Examples

- I can _____
- I can understand the place, time and purpose that someone mentions in an invitation.
- I can follow a conversation friends have about what they are wearing for an occasion.
- I can understand diners discussing what to order at a restaurant.
- I can understand the purpose of a message of a recorded e-card greeting.
- I can understand someone's comments about a friend's date.

* 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 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 LOW

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

- I can identify the topic and related information from simple sentences in short informational texts.

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

Examples

- I can _____
- I can understand some information on job postings.
- I can understand a text message from a friend about an assignment.
- I can understand recipe recommendations on a food package.
- I can understand a message on a social media post.
- I can understand the scheduled events of a day at summer camp.

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

- I can identify the topic and related information from simple sentences in short fictional texts.

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

Examples

- I can _____
- I can identify some specific, predictable actions in an excerpt from a graphic novel.
- I can identify some major events in a children's storybook.
- I can understand a few lines in song lyrics.
- I can select a book that matches my interests from an online description.
- I can identify the topic of a poem and a few related details.

What can I understand, interpret or analyze in *conversations* in which I'm not a participant?

- I can identify the main idea in short conversations.

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

Examples

- I can _____
- I can understand the place, time, and purpose of a meeting discussed in online personal messages.
- I can follow group text messages among friends about what to wear for an occasion.
- I can understand blog response to questions about recommendations for a meal in a restaurant.
- I can understand the purpose of personal messages on an e-card greeting.
- I can understand someone's forum comments about a concert.

* 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 LOW

How can I exchange information and ideas in conversations?

- I can request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions.

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

Examples

- I can _____
- I can exchange information to decide which type of transportation is best to utilize.
- I can exchange information about types of music and movies people prefer.
- I can participate in a conversation to compare classes and sports with peers at a partner school.
- I can participate in a conversation with my partner about building a model for a project.
- I can exchange information to plan a picnic with a group of friends.

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

- I can interact with others to meet my basic needs in familiar situations by creating simple sentences and asking appropriate follow-up questions.

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

Examples

- I can _____
- I can interact to arrange a meeting.
- I can make a hotel reservation by phone.
- I can interact with the waiter to order a meal at a restaurant.
- I can interact to ask for clarification by asking specific questions.
- I can interact with others to ask for restaurant recommendations.

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

- I can express, ask about, and react with some detail to preferences, feelings or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions.

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

Examples

- I can _____
- I can interact to plan a hiking trip with friends asking each one what they would like to do.
- I can have a conversation with others to determine how we should plan to spend our spring break.
- I can interact to share ideas with others about how to celebrate a friend's birthday.
- I can interact with my partner to identify points of agreement on the reasons for our science experiment results.
- I can interact to share ideas about where I would prefer to live and why.



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 LOW

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

- I can request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions.

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

Examples

- I can _____
- I can exchange texts with a friend to provide directions to get to my house.
- I can exchange e-mail with a tour operator to find out more details about my visit.
- I can exchange texts messages with my friend to suggest an activity for this weekend.
- I can post my reaction to my friend's tweet about a concert he attended.
- I can exchange texts with someone to get advice about what to buy a mutual friend for a birthday present.

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

- I can interact with others to meet my basic needs in familiar situations by creating simple sentences and asking appropriate follow-up questions.

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

Examples

- I can _____
- I can interact online to get help related to an assignment.
- I can interact with a study abroad advisor online to select the type of housing that best fits my needs.
- I can exchange messages to ask for a substitution for an online food order.
- I can interact online with a hotel agent to inquire about their pet policy.
- I can interact with potential buyers to answer questions about the item I am selling online.

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

- 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.

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

Examples

- I can _____
- I can exchange text messages sharing reactions to something happening in my community.
- I can exchange descriptions with my ePal to agree on the best places to hike or camp in the U.S.
- I can exchange online messages to trade opinions in reaction to an article about the best places to visit in my region.
- I can chat with my ePal to discuss Americans' typical vacations.
- I can exchange advice with another online player on winning moves in a video or online game.



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 LOW

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

➤ I can present personal information about my life, activities and events, using simple sentences.

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

Examples

- I can _____
- 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.

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

➤ I can express my preferences on familiar and everyday topics of interest and explain why I feel that way, using simple sentences.

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

Examples

- I can _____
- I can give a series of reasons why an art or music style is appealing to me.
- 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 series of reasons why a book I've read was appealing to me.
- I can create and present a simple advertisement for a product or service.
- I can present a series of statements supporting my hypothesis about a science concept.

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

➤ I can present on familiar and everyday topics, using simple sentences.

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

Examples

- I can _____
- I can describe a school or workplace.
- I can present a brief summary of something from a book I've read.
- I can state multi-step instructions for completing a process, such as preparing a recipe.
- I can briefly summarize or retell a story.
- I can give a description of a place I have visited or want to visit.



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 LOW

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

➤ I can present personal information about my life, activities and events, using simple sentences.

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

Examples

- I can _____
- 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.

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

➤ I can express my preferences on familiar and everyday topics of interest and explain why I feel that way, using simple sentences.

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

Examples

- I can _____
- I can write a series of reasons why an art or music style is appealing to me.
- I can write to explain why others should read a book I enjoyed, citing specific reasons.
- I can write a recommendation of a website and give reasons why others might find it useful.
- 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 create a simple written or graphic ad to encourage someone to purchase a product or service.

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

➤ I can present on familiar and everyday topics, using simple sentences.

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

Examples

- I can _____
- I can develop a simple survey for my peers, about my school or another topic.
- I can write basic instructions on how to make or do something.
- I can write questions to obtain additional information about something I read online.
- I can write an outline or draft of a presentation that I plan to present orally.
- I can write a simple profile of a famous athlete, celebrity or historical figure.