

NCSSFL-ACTFL CAN-DO STATEMENTS
For Use With LinguaFolio®

Superior



INSTRUCTIONS

The NCSSFL-ACTFL Can-Do **Benchmarks** are *italicized* and are followed by specific Can-Do **Indicators** in **bold**. The indicators break down the benchmarks into smaller steps. Directly below the can-do learning indicators is a bulleted list of **Examples** that illustrate and make transparent what such expectations might look like. Benchmarks and indicators are aligned to ACTFL proficiency levels and sublevels and as such should **NOT** be modified. The blank can-do statement is designed for that purpose – to personalize learning targets that illustrate your language skills and performance.

Each statement should be assessed separately to identify a level of proficiency.

Self-Assessment Statement	Explanation
This is my goal.	This is something that I want to be able to do.
I can do this with help.	I am able to do this when prompted, when someone provides a word or hint, or after multiple tries.
I can do this consistently.	I have done this numerous times, comfortably and independently, without hesitation.
I have provided evidence to demonstrate this	Since I can do this without much effort, I have provided proof by sharing samples of my work that demonstrate this goal.

These self-assessment statements are provided to help you understand and document what you can do with the language that you are learning in each of the three modes of communication: interpretive, interpersonal and presentational.

- The **interpretive mode*** describes how you interpret meaning from hearing, reading or viewing the language in a variety of ways (e.g. voice mail, podcasts, lyrics, television, stories, books, public announcements, etc.).
- The **interpersonal mode** describes how you engage in direct oral, written or signed communication with others (e.g. face-to-face conversations, online discussions or video conferences, emails, text messaging, etc.).
- The **presentational mode** describes how you speak, write or sign to a variety of audiences (e.g. leaving a voice message, making a presentation, giving directions to a group, delivering a speech, etc.).

* *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*
- c) knowledgeability 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.*

SUPERIOR

Superior Benchmark

Interpretive Listening or Viewing

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.

This is my goal.	I can do this with help.	I can do this consistently.	I have provided evidence to demonstrate this.
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What can I understand, interpret or analyze in authentic informational texts that I hear or view?

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

Examples

- I can _____
- 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.

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

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

Examples

- I can _____
- 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.

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

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

Examples

- I can _____
- 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.

Superior Benchmark

Interpretive Reading

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.

This is my goal.	I can do this with help.	I can do this consistently.	I have provided evidence to demonstrate this.
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What can I understand, interpret or analyze in authentic informational texts that I read?

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

Examples

- I can _____
- 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 understand an article from a professional journal unrelated to my field.

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

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

Examples

- I can _____
- 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.

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

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

Examples

- I can _____
- 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.

Superior Benchmark

Interpersonal Listening/Speaking or Signing

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.

This is my goal.	I can do this with help.	I can do this consistently.	I have provided evidence to demonstrate this.
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How can I exchange information and ideas in conversations?

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

Examples

- I can _____
- 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.

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

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

Examples

- I can _____
- 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.

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

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

- I can _____
- 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.

SUPERIOR

Superior Benchmark

Interpersonal Reading/Writing

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?

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

Examples

- I can _____
- 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.

This is my goal.

I can do this with help.

can do this consistently.

I have provided evidence to demonstrate this.

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

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

Examples

- I can _____
- 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.

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

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

- I can _____
- 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.

Superior Benchmark

Presentational Speaking or Signing

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.

This is my goal.	I can do this with help.	I can do this consistently.	I have provided evidence to demonstrate this.
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How can I present information to narrate about my life, experiences and events?

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

Example

- I can _____
- I can present an analysis on how age or gender affects roles in family, school or the workplace.
- I can present detailed fictional narrations using 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.

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

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.

Examples

- I can _____
- 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 specific point of view for a new audience.
- I can defend or challenge a controversial action taken by a person or group.

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

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

- I can _____
- 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 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.

Superior Benchmark

Presentational Writing

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.

This is my goal.	I can do this with help.	I can do this consistently.	I have provided evidence to demonstrate this.
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How can I present information to narrate about my life, experiences and events?

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

Example

- I can _____
- I can write an analysis of how age or gender affects roles in family, school or the workplace.
- 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.

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

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.

Examples

- I can _____
- 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.

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

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

- I can _____
- I can write an analysis of the role played by schooling in family and society.
- 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.

