### PROFICIENCY BENCHMARKS

#### NOVICE 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.

- **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.

- **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.

**INTERCULTURAL COMMUNICATION**

- In my own and other cultures I can identify products and practices to help me understand perspectives.

- I can interact at a survival level in some familiar everyday contexts.

#### INTERMEDIATE PROFICIENCY BENCHMARK

**COMMUNICATION**

- **INTERPRETIVE**
  - 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 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 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**

- In my own and other cultures I can identify products and practices and perspectives.

- I can interact at a functional level in some familiar contexts.

#### ADVANCED PROFICIENCY BENCHMARK

**COMMUNICATION**

- **INTERPRETIVE**
  - I can understand the main idea 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.

- **INTERPERSONAL**
  - 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.

- **PRESENTATIONAL**
  - 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.

**INTERCULTURAL COMMUNICATION**

- In my own and other cultures I can identify products and practices and examine diversity among products and practices and how it relates to perspectives.

- I can interact at a competent level in familiar and some unfamiliar contexts.

#### SUPERIOR PROFICIENCY BENCHMARK

**COMMUNICATION**

- **INTERPRETIVE**
  - 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.

- **INTERPERSONAL**
  - 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.

- **PRESENTATIONAL**
  - I can deliver extended presentations on abstract or hypothetical issues and ideas ranging from broad general interests to my areas of specialized expertise, including supporting arguments and exploring hypotheses.

**INTERCULTURAL COMMUNICATION**

- In my own and other cultures I can suspend judgment while critically examining products, practices, and perspectives.

- I can interact in complex situations to ensure a shared understanding of culture.

#### DISTINGUISHED PROFICIENCY BENCHMARK

**COMMUNICATION**

- **INTERPRETIVE**
  - 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.

- **INTERPERSONAL**
  - 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.

- **PRESENTATIONAL**
  - 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.

**INTERCULTURAL COMMUNICATION**

- In my own and other cultures I can objectively evaluate products and practices and mediate perspectives.

- I can engage with complexity and pluricultural identities and serve as a mediator between and among cultures.
### Proficiency Benchmarks and Performance Indicators

#### Interpretive Communication

<table>
<thead>
<tr>
<th>Proficiency Benchmark</th>
<th>Performance Indicators</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Novice</strong></td>
<td>I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in informational texts.</td>
<td>I can identify the topic and some isolated facts from simple sentences in short fictional texts.</td>
<td>I can understand the main idea and key information from simple sentences in short informational texts.</td>
<td>I can usually follow the main story and some supporting detail across major time frames in fictional texts.</td>
<td>I can identify the main idea and some pieces of information from sentences and series of connected sentences within texts that are spoken, written, or signed.</td>
</tr>
<tr>
<td><strong>Intermediate</strong></td>
<td>I can identify the main idea and key information from simple sentences in informational texts.</td>
<td>I can understand the main idea and key information from simple sentences in short fictional texts.</td>
<td>I can usually follow the main message in various time frames in straightforward informational texts.</td>
<td>I can follow the main story and some supporting detail across major time frames in fictional texts.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Advanced</strong></td>
<td>I can understand the main idea and key information from simple sentences in informational texts.</td>
<td>I can usually follow the main message in various time frames in straightforward informational texts.</td>
<td>I can identify the underlying message and some supporting details across major time frames in descriptive informational texts.</td>
<td>I can follow the flow of ideas and infer meaning from complex language on unfamiliar, abstract topics within informational texts.</td>
<td>I can understand and infer meaning from complex, academic and professional texts on a range of unfamiliar, abstract, and specialized issues that are spoken, written, or signed.</td>
</tr>
<tr>
<td><strong>Superior</strong></td>
<td>I can understand the main idea and key information from complex, academic and professional texts on a range of unfamiliar, abstract, and specialized issues that are spoken, written, or signed.</td>
<td>I can follow the main story and some supporting detail across major time frames in fictional texts.</td>
<td>I can follow the flow of ideas and infer meaning from complex language on unfamiliar, abstract topics in complex language from fictional texts.</td>
<td>I can follow the flow of ideas and some nuances from different viewpoints in most fictional texts.</td>
<td>I can interpret tone, nuance, and mood in almost any genre of fictional texts.</td>
</tr>
<tr>
<td><strong>Distinguished</strong></td>
<td>I can understand the main idea and key information from complex, academic and professional texts on a range of unfamiliar, abstract, and specialized issues that are spoken, written, or signed.</td>
<td>I can usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph-length informational texts.</td>
<td>I can understand the underlying message and most supporting details across major time frames in descriptive informational texts.</td>
<td>I can follow the flow of ideas and infer meaning from complex language on unfamiliar, abstract topics in complex language from informational texts.</td>
<td>I can interpret tone, nuance, and mood in almost any extended conversation and discussion involving multiple speakers.</td>
</tr>
</tbody>
</table>

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

1. **Low**
   - I can identify some basic facts from memorized 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 short informational texts.
   - I can usually follow the main story and some supporting detail across major time frames in descriptive informational texts.
   - I can follow the flow of ideas and some nuances from different viewpoints in most fictional texts.

2. **Mid**
   - I can identify the main idea and key information from simple sentences in informational texts.
   - I can understand the main idea and key information from simple sentences in short informational texts.
   - I can identify the underlying message and some supporting details across major time frames in descriptive informational texts.
   - I can follow the flow of ideas and some nuances from different viewpoints in most fictional texts.

3. **High**
   - I can understand the main idea and key information from simple sentences in informational texts.
   - I can understand the main idea and key information from simple sentences in short fictional 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 in complex language from fictional texts.

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

1. **Low**
   - I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in fictional texts.
   - I can identify the topic and some isolated facts from simple sentences in short fictional texts.
   - I can usually follow the main story and some supporting detail across major time frames in fictional texts.
   - I can follow the flow of ideas and some nuances from different viewpoints in most fictional texts.

2. **Mid**
   - I can understand the main idea and key information from simple sentences in short fictional texts.
   - I can understand the main idea and key information from short straightforward fictional texts.
   - I can understand the underlying message 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.

3. **High**
   - I can understand the main idea and key information from simple sentences in informational texts.
   - I can understand the main idea and key information from short straightforward 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 in complex language from informational texts.

### What can I understand, interpret or analyze in conversations and discussions?

1. **Low**
   - I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in conversations.
   - I can understand the main idea and key information from short straightforward conversations.
   - I can understand the main idea and flow of events expressed in various time frames in conversations and discussions.
   - I can follow the flow of ideas and some nuances from different topics across various time frames from complex, organized texts that are spoken, written, or signed.

2. **Mid**
   - I can identify the main idea and some pieces of information from sentences and series of connected sentences within texts that are spoken, written, or signed.
   - 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 follow the flow of ideas and some nuances from different viewpoints in conversations and discussions.

3. **High**
   - I can understand the main idea and some pieces of information from sentences and series of connected sentences within texts that are spoken, written, or signed.
   - 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 follow the flow of ideas and infer meaning from complex language on unfamiliar, abstract topics in complex language from fictional texts.

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## Proficiency Benchmarks + Performance Indicators

### Novice

**Proficiency Benchmark**

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

**Intermediate**

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.

**Advanced**

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.

**Superior**

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 Indicators

<table>
<thead>
<tr>
<th>Low</th>
<th>Mid</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>I can request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.</td>
<td>I can provide information in conversations on familiar topics by creating sentences and asking a variety of follow-up questions.</td>
</tr>
<tr>
<td>I can maintain basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, and questions.</td>
<td>I can interact with others to meet my basic needs in familiar situations by creating simple sentences and asking a variety of follow-up questions.</td>
<td>I can interact and negotiate to resolve an unexpected complication in a familiar situation, providing detailed explanations and offering a variety of resolutions across major time frames.</td>
</tr>
<tr>
<td>I can express my own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, and questions.</td>
<td>I can express, ask about, or request a variety of familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic.</td>
<td>I can maintain extended conversations by supporting, reacting to, and comparing preferences and opinions on a variety of complex concrete topics, often addressing hypothetical or abstract issues, and asking probing questions.</td>
</tr>
</tbody>
</table>

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

**Low**

- 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.

**Mid**

- I can request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.

**High**

- I can provide information in conversations on familiar topics by creating sentences and asking a variety of follow-up questions.

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

**Low**

- I can express my own basic needs in using practiced or memorized words and phrases, with the help of gestures or visuals.

**Mid**

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

**High**

- I can interact and negotiate to resolve an unexpected complication in a familiar situation, providing detailed explanations and offering a variety of resolutions across major time frames.

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

**Low**

- I can express my own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, and questions.

**Mid**

- I can express, ask about, or request a variety of familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic.

**High**

- I can maintain conversations by supporting, reacting to, and comparing preferences and opinions on a variety of complex concrete topics, often addressing hypothetical or abstract issues, and asking probing questions.
## PRESENTATIONAL COMMUNICATION

### PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

<table>
<thead>
<tr>
<th>NOVICE</th>
<th>INTERMEDIATE</th>
<th>ADVANCED</th>
<th>SUPERIOR</th>
<th>DISTINGUISHED</th>
</tr>
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<tbody>
<tr>
<td><strong>PROFICIENCY BENCHMARK</strong></td>
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<td><strong>PROFICIENCY BENCHMARK</strong></td>
</tr>
<tr>
<td>I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences.</td>
<td>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.</td>
<td>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.</td>
<td>I can deliver extended presentations on abstract or hypothetical issues and ideas ranging from broad general interests to areas of specialized expertise.</td>
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<td><strong>PERFORMANCE INDICATOR</strong></td>
</tr>
<tr>
<td>LOW</td>
<td>MID</td>
<td>HIGH</td>
<td>LOW</td>
<td>MID</td>
</tr>
<tr>
<td>I can introduce myself using practiced or memorized words and phrases, with the help of gestures or visuals.</td>
<td>I can present personal information about myself, my interests and my activities using a mixture of practiced or memorized words, phrases and simple sentences.</td>
<td>I can tell stories about school and community events and personal experiences, using a few short paragraphs, often across various time frames.</td>
<td>I can give detailed presentations on a variety of complex concrete, social and professional topics of interest, using organized paragraphs across major time frames.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>I can state my viewpoint on familiar and everyday topics of interest, using simple sentences most of the time.</td>
<td>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.</td>
<td>I can deliver cohesive presentations on a variety of complex concrete, social and professional topics of interest, and often deal with related issues hypothetically.</td>
<td></td>
</tr>
<tr>
<td>I can present on very familiar and everyday topics using simple sentences most of the time.</td>
<td>I can give straightforward presentations on a variety of familiar topics and some concrete topics I have researched, using a few short paragraphs, often across various time frames.</td>
<td>I can deliver detailed presentations on some concrete academic, social and professional topics of interest, using paragraphs across major time frames.</td>
<td>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.</td>
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</tr>
</tbody>
</table>

### NCSSFL-ACTFL CAN-DO STATEMENTS

**PRAC-TICS AND MEMORIZED WORDS
**

**PLACES, AND OBJECTS USING
**

**GESTURES OR VISUALS.**

**I can present on very familiar and everyday topics using simple sentences most of the time.**

**I can present very familiar people, places, and objects using practiced or memorized words and phrases, with the help of gestures or visuals.**

**I can state my viewpoint on familiar and everyday topics of interest, using simple sentences most of the time.**

**I can give detailed presentations on a variety of complex concrete, social and professional topics of interest, 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.**

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### INTERCULTURAL COMMUNICATION

**Proficiency Benchmarks + Performance Indicators**

#### Novice

**In Investigate**
- Investigate products and practices to understand perspectives.

**In Products**
- Identify some typical products related to familiar everyday life.

**In Practices**
- Identify some typical practices related to familiar everyday life.

**In Interact**
- Interact at a survival level in some familiar everyday contexts.

**In Language**
- Communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness.

**In Behavior**
- Use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.

#### Intermediate

**In Investigate**
- Investigate products and practices to help me understand perspectives.

**In Products**
- Identify some products related to everyday life and personal interests or studies.

**In Practices**
- Identify some typical practices related to everyday life and personal interests or studies.

**In Interact**
- Interact at a functional level in some familiar contexts.

**In Language**
- Converse with peers from the target culture in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences.

**In Behavior**
- Recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders.

#### Advanced

**In Investigate**
- Investigate products and practices to help me understand perspectives.

**In Products**
- Compare products related to everyday life and personal interests or studies.

**In Practices**
- Compare practices related to everyday life and personal interests or studies.

**In Interact**
- Interact at a competent level in familiar and some unfamiliar contexts.

**In Language**
- Converse comfortably with others from the target culture in familiar and some unfamiliar situations and show some understanding of cultural differences.

**In Behavior**
- Recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and adjust my behavior accordingly in familiar and some unfamiliar situations.

#### Superior

**In Investigate**
- Investigate products and practices to help me understand perspectives.

**In Products**
- Explain how a variety of products of public and personal interest are related to perspectives.

**In Practices**
- Explain how a variety of practices within familiar and social situations are related to perspectives.

**In Interact**
- Interact in complex situations to ensure a shared understanding of culture.

**In Language**
- Converse with peers from the target culture in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences.

**In Behavior**
- Recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and adjust my behavior accordingly in familiar and some unfamiliar situations.

#### Distinguished

**In Investigate**
- Investigate products and practices to help me understand perspectives.

**In Products**
- Explain how a variety of products of public and personal interest are related to perspectives.

**In Practices**
- Explain how a variety of practices within familiar and social situations are related to perspectives.

**In Interact**
- Engage with complexity and pluricultural identities and serve as a mediator between and among cultures.

**In Language**
- Converse comfortably with others from the target culture in familiar and some unfamiliar situations and show some understanding of cultural differences.

**In Behavior**
- Recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and adjust my behavior accordingly in familiar and some unfamiliar situations.