<table>
<thead>
<tr>
<th><strong>COMMUNICATION</strong></th>
<th><strong>INTERPERSONAL</strong></th>
<th><strong>INTERPRETIVE</strong></th>
<th><strong>PRESENTATIONAL</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 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>
<td>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.</td>
<td>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.</td>
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<td>2. 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.</td>
<td>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.</td>
<td>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.</td>
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<td>3. 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 my areas of specialized expertise, with precision of expression and to a wide variety of audiences, using spoken, written, or signed language.</td>
<td>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.</td>
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<th><strong>INVESTIGATE</strong></th>
<th><strong>INTERACT</strong></th>
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<td>In my own and other cultures I can suspend judgment while critically examining products, practices, and perspectives.</td>
<td>In my own and other cultures I can objectively evaluate products and practices and mediate perspectives.</td>
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<td>I can interact at a competent level in familiar and some unfamiliar contexts.</td>
<td>I can interact in complex situations to ensure a shared understanding of culture.</td>
<td>I can engage with complexity and pluricultural identities and serve as a mediator between and among cultures.</td>
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## INTERPRETIVE COMMUNICATION

### PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

### SUPERIOR

**PROFICIENCY BENCHMARK**

*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.

### PERFORMANCE INDICATOR

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

### DISTINGUISHED

**PROFICIENCY BENCHMARK**

*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.

### PERFORMANCE INDICATOR

*I can* easily understand sophisticated language, regardless of the cultural context in professional, technical and academic texts.

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

**PERFORMANCE INDICATOR**

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

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

**PERFORMANCE INDICATOR**

*I can* interpret tone, nuance, and mood in almost any genre of fictional texts.

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

**PERFORMANCE INDICATOR**

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

### PERFORMANCE INDICATOR

*I can* interpret tone, nuance, and mood in almost any extended conversation and discussion.
# Interpersonal Communication

## Superior

**Proficiency Benchmark**

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 Indicator**

*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.

**Performance Indicator**

*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.

**Performance Indicator**

*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.

## Distinguished

**Proficiency Benchmark**

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.

**Performance Indicator**

I *can* debate complex issues and abstract ideas skillfully and succinctly, tailoring language to the cultural context of the interaction, using cultural and historical references as appropriate.

**Performance Indicator**

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

I *can* interact and negotiate to resolve highly abstract and complex matters in culturally appropriate ways on a wide variety of topics and to persuasively advocate a point of view that is not necessarily my own.

**Performance Indicator**

I *can* tailor language to a variety of audiences by adapting my speech and register in culturally authentic ways.
### PRESENTATIONAL COMMUNICATION

**PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS**

#### SUPERIOR

**PROFICIENCY BENCHMARK**

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.

**PERFORMANCE INDICATOR**

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

#### DISTINGUISHED

**PROFICIENCY BENCHMARK**

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.

**PERFORMANCE INDICATOR**

I *can* narrate succinctly and precisely, often using historical or cultural references to engage an audience whose cultural attitudes, expectations and perspectives may be different from my own.

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

**PERFORMANCE INDICATOR**

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.

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

**PERFORMANCE INDICATOR**

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.

**PERFORMANCE INDICATOR**

I *can* deliver sophisticated presentations with accuracy, efficiency and effectiveness on global and highly abstract concepts in my field of expertise, adapting my language to the characteristics of the audience and embedding cultural perspectives.

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

**PERFORMANCE INDICATOR**

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.
## Intercultural Communication

### Proficiency Benchmarks + Performance Indicators

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<td>In my own and other cultures I can explain how a variety of products of public and personal interest are related to perspectives.</td>
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<td>In my own and other cultures I can evaluate a wide range of concrete and abstract products from different viewpoints.</td>
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<td>In my own and other cultures I can explain how a variety of practices within familiar and social situations are related to perspectives.</td>
<td>In my own and other cultures I can analyze how practices within informal and formal situations are related to perspectives.</td>
<td>In my own and other cultures I can evaluate a wide range of concrete and abstract practices from different viewpoints.</td>
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<td>I can converse comfortably with others from the target culture in familiar and some unfamiliar situations and show some understanding of cultural differences.</td>
<td>I can suspend judgement, adapt my language, and make appropriate cultural references when interacting with others from the target culture in social and professional situations.</td>
<td>I can show empathy and cultural sophistication in my language when interacting in social, academic or professional situations with others from the target culture.</td>
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<td>I can demonstrate awareness of subtle differences among cultural behaviors and adjust my behavior accordingly in familiar and some unfamiliar situations.</td>
<td>I can adhere to basic social and professional norms and etiquette, read nonverbal cues and adjust my behavior in complicated situations.</td>
<td>I can transition smoothly from formal to informal styles of behavior, respond effectively to nonverbal cues and mediate situations of cultural misunderstanding with empathy.</td>
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## INTERPRETIVE COMMUNICATION
### PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

### SUPERIOR

**PROFICIENCY BENCHMARK**

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.

### DISTINGUISHED

**PROFICIENCY BENCHMARK**

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.

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

**PERFORMANCE INDICATOR**

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

### EXAMPLES: Written

I can... (customize with specific content).

- 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 read an article from a professional journal unrelated to my field.
- I can understand a technical report on economics.

### EXAMPLES: Spoken, Viewed or Signed

I can... (customize with specific content).

- 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.

### EXAMPLES: Written

I can... (customize with specific content).

- I can understand historical works with embedded cultural references.
- I can understand the details and subtleties of an academic paper on ethical conduct.
- I can understand a technical manual on genetics.
- I can understand editorials whose arguments are indirect rather than literal.
- I can understand subtleties of political satire in essays or blogs.

### EXAMPLES: Spoken, Viewed or Signed

I can... (customize with specific content).

- I can understand the arguments in an international policy debate.
- I can follow original historical language in classical theatre.
- I can understand the cultural references and allusions in an opera.
- I can understand the purpose, various perspectives and details in an extended discussion on global migration and related international policies.
**INTERPRETIVE COMMUNICATION**
**PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES**

### SUPERIOR

**PROFICIENCY BENCHMARK**

- 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.

### Distinguished

**PROFICIENCY BENCHMARK**

- 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.

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

#### Performance Indicator

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

#### Examples: Written

- I can... (customize with specific content).
- 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.

#### Examples: Spoken, Viewed or Signed

- I can... (customize with specific content).
- 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.

### Performance Indicator

- I can interpret tone, nuance, and mood in almost any genre of fictional texts.

#### Examples: Written

- I can... (customize with specific content).
- I can understand the cultural inferences conveyed in a parody.
- I can understand highly idiomatic expressions of a dialect spoken by characters in a novel.
- I can understand the humor aimed at a specific cultural issue in a satire.
- I can understand rhetorical techniques an author uses to tailor writing to a particular audience.
**SUPERIOR**

**PROFICIENCY BENCHMARK**

* 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.

**PERFORMANCE INDICATOR**

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

**EXAMPLES:**

**Written**

* I can... (customise with specific content).
* 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.

**Spoken, Viewed or Signed**

* I can... (customise with specific content).
* 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.

**DISTINGUISHED**

**PROFICIENCY BENCHMARK**

* 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.

**PERFORMANCE INDICATOR**

* I can interpret tone, nuance, and mood in almost any extended conversation and discussion.

**EXAMPLES:**

**Written**

* I can... (customise with specific content).
* I can understand cultural inferences expressed in classical literary dialogues.
* I can differentiate a humorous from a pointed remark in a transcript from a political debate.
* I can follow written conversations containing complex and abstract concepts about current global economic issues.
* I can follow a discussion on the relationship between a free press and democratic institutions of governance.

**Spoken, Viewed or Signed**

* I can... (customise with specific content).
* I can understand cultural inferences in puns and jokes.
* I can differentiate a humorous from a pointed remark in a political argument.
* I can understand the purpose, various perspectives and details in an extended discussion on global migration and related international policies.
* I can follow an argument among literary colleagues about the concept of time in the modern novel.
### Interpersonal Communication

#### Proficiency Benchmarks + Performance Indicators + Examples

**Superior Proficiency Benchmark**

*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.

**Distinguished Proficiency Benchmark**

*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.

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

#### Performance Indicator

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

#### Performance Indicator

*I can* debate complex issues and abstract ideas skillfully and succinctly, tailoring language to the cultural context of the interaction, using cultural and historical references as appropriate.

#### Examples: Speaking/Listening or Signing

- I can… (customize with specific content).
- 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.

#### Examples: Speaking/Listening or Signing

- I can… (customize with specific content).
- I can persuasively argue a viewpoint with colleagues about a controversial interpretation of a literary work.
- I can tailor my language in a political forum to discuss social reform with a diverse cultural audience.
- I can interact in a debate by hypothesizing about the societal implications of the ubiquity of artificial intelligence.

#### Examples: Writing/Reading

- I can… (customize with specific content).
- 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.

#### Examples: Writing/Reading

- I can… (customize with specific content).
- I can collaborate online to select the works for a retrospective of an architect’s work, to showcase the artist’s cultural perspectives.
- I can participate in an online discussion on the political and social impact and implications of decolonization.
- I can collaborate to create consensus for a position statement about the impact of high stakes testing on learner motivation, performance and academic achievement.
INTERPERSONAL COMMUNICATION
PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

**SUPERIOR**

**PROFICIENCY BENCHMARK**

*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 INDICATOR**

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

**EXAMPLES:** Speaking/Listening or Signing

*I can* (customize with specific content).

- *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.

**EXAMPLES:** Writing/Reading

*I can* (customize with specific content).

- *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.

**DISTINGUISHED**

**PROFICIENCY BENCHMARK**

*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.

**PERFORMANCE INDICATOR**

*I can* interact and negotiate to resolve highly abstract and complex matters in culturally appropriate ways on a wide variety of topics and to persuasively advocate a point of view that is not necessarily my own.

**EXAMPLES:** Speaking/Listening or Signing

*I can* (customize with specific content).

- *I can* collaborate on an international environmental research project.
- *I can* negotiate a contract for a business enterprise.
- *I can* mediate a community dispute involving participants with vastly differing opinions.

**EXAMPLES:** Writing/Reading

*I can* (customize with specific content).

- *I can* provide online assistance to an international aid organization that needs to negotiate with a local government in the target culture.
- *I can* mediate an online political forum and redirect unreasonable participants.
- *I can* work with a local immigrant group to mediate misunderstandings and conflicts.
### INTERPERSONAL COMMUNICATION

**PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES**

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**PERFORMANCE INDICATOR**

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: Speaking/Listening or Signing**

- I can... *(customize with specific content).*
- 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.

**EXAMPLES: Writing/Reading**

- I can... *(customize with specific content).*
- 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.

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**PERFORMANCE INDICATOR**

I can tailor language to a variety of audiences by adapting my speech and register in culturally authentic ways.

**EXAMPLES: Speaking/Listening or Signing**

- I can... *(customize with specific content).*
- I can mediate the discussion of international groups on complex political and social issues, providing support for making a difficult decision such as on renewable energy.
- I can discuss alternative arguments for the analyses of literary texts using multiple cultural and historical perspectives.
- I can persuasively debate the ethical responsibility of nations to eliminate human trafficking.

**EXAMPLES: Writing/Reading**

- I can... *(customize with specific content).*
- I can persuasively participate in a global online debate on publicly funded treatment of drug addicts.
- I can participate on a shared site in the writing of a policy paper on international treatment of prisoners.
- I can mediate an international electronic discussion on third World access to technology.

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How can I express, react to, and support preferences and opinions in conversations?
PRESENTATIONAL COMMUNICATION
PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

SUPERIOR

PROFICIENCY BENCHMARK

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.

DISTINGUISHED

PROFICIENCY BENCHMARK

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.

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

PERFORMANCE INDICATORS

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

EXAMPLES: Speaking or Signing

I can… (customize with specific content).
I can present an analysis on how age or gender affects roles in family, school, or the workplace, in my own and other cultures
I can present detailed fictional narrations following 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.

EXAMPLES: Writing

I can… (customize with specific content).
I can write an analysis of how age or gender affects roles in family, school, or the workplace, in my own and other cultures
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.

EXAMPLES: Speaking or Signing

I can… (customize with specific content).
I can present an evaluation on how family structure impacts social issues and political decision-making, in my own and other cultures
I can narrate using culturally relevant rhetorical devices to convey humor, irony or satire.
I can make a formal awards speech about the past, current, and potential future impact of a particular person or foundation, making culturally authentic references to connect with my audience.
I can make presentations on related events on a wide range of issues, incorporating appropriate culturally and historically authentic references to connect with my audience.

EXAMPLES: Writing

I can… (customize with specific content).
I can write an evaluation of how family structure impacts social issues and political decision-making, both historically and in the future, in my own and other cultures
I can compose a short or lengthy written literary or expository work, using culturally relevant rhetorical devices to convey humor, irony or satire.
I can chronicle a related series of events, incorporating appropriate culturally and historically authentic references to connect with my audience.
I can write researched non-fiction texts for the target culture audience, incorporating appropriate culturally and historically authentic references.
### Superior

**Proficiency Benchmark**

I can deliver extended presentations on abstract or hypothetical issues and ideas ranging from broad general interests to areas of specialized expertise, with precision of expression and to a wide variety of audiences, using spoken, written, or signed language.

### Distinguished

**Proficiency Benchmark**

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.

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

**Performance Indicators**

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:** Speaking or Signing

I can... (customize with specific content).

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 particular point of view for a new audience.

I can defend or challenge a controversial action taken by a person or group.

**Examples:** Writing

I can... (customize with specific content).

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.

**Examples:** Speaking or Signing

I can... (customize with specific content).

I can present a retrospective of an artist’s or musician’s work.

I can present persuasive and hypothetical discourse in my field of expertise.

I can present and advocate a position that is not necessarily my own, incorporating well recognized examples from the target culture to enrich my presentation.

I can give a speech on a particular controversial issue, challenging listeners to consider multiple perspectives.

**Examples:** Writing

I can... (customize with specific content).

I can write a retrospective of an artist’s or musician’s work.

I can write a political speech for a candidate to deliver in the target culture.

I can write an editorial advocating for the target culture government to take a particular stance on global warming, food scarcity or similar topics.

I can use culturally appropriate comedic devices or cultural references to enhance my argument in an opinion piece for a news website.
SUPERIOR

PROFICIENCY BENCHMARK

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.

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

PERFORMANCE INDICATORS

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: Speaking or Signing

I can... (customize with specific content).
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 in 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.

EXAMPLES: Writing

I can... (customize with specific content).
I can write an analysis of the role played by schooling in family and society, in my own and other cultures.
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.

DISTINGUISHED

PROFICIENCY BENCHMARK

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.

EXAMPLES: Speaking or Signing

I can... (customize with specific content).
I can present an objective evaluation of the role of education in the quality of life in my own and other cultures.
I can make coherent and articulate presentations on highly abstract topics related to my interests and expertise, such as artificial intelligence or space exploration.
I can make coherent and articulate presentations on global concepts such as environmental issues, population growth or genetically modified organisms.
I can gauge the level of comprehension of my audience and adjust my presentation’s content, style or delivery as appropriate.

EXAMPLES: Writing

I can... (customize with specific content).
I can write an objective evaluation of the role of education in the quality of life in my own and other cultures.
I can write a text as short as a poem or as long as a treatise, based upon its purpose.
I can write extensively on global concepts such as food scarcity, human rights, or the long-term impact of pesticides.
I can write articles on the destruction or preservation of cultural heritage sites that take into account all sides of the issue.
### INTERCULTURAL COMMUNICATION

**PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES**

#### SUPERIOR

**PROFICIENCY BENCHMARK**

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

**PERFORMANCE INDICATORS**

**PRODUCTS**

In my own and other cultures *I can* analyze how products of personal and public interest are related to perspectives.

**PRACTICES**

In my own and other cultures *I can* analyze how practices within informal and formal situations are related to perspectives.

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**EXAMPLES:** Linking Investigation and Interaction

*I can… (customize with specific content).*

<table>
<thead>
<tr>
<th>INVESTIGATE</th>
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<tbody>
<tr>
<td>Investigate Products And Practices To Understand Cultural Perspectives</td>
<td>In my own and other cultures <em>I can</em> analyze the evolution of urban architectural design from traditional to current trends.</td>
<td>In my own and other cultures <em>I can</em> interact appropriately in professional meetings and adjust behaviors to accomplish my goals.</td>
<td>In my own and other cultures <em>I can</em> analyze the changes in significance of landmarks and monuments over time and the feelings or emotions evoked by those who live in the culture.</td>
<td><em>I can</em> interview parents about their role in their children's education and analyze their responses.</td>
<td><em>I can</em> analyze how products of personal and public interest are related to perspectives.</td>
<td><em>I can</em> analyze how practices within informal and formal situations are related to perspectives.</td>
<td><em>I can</em>suspend judgement, adapt my language, and make appropriate cultural references when interacting with others from the target culture in social and professional situations.</td>
<td><em>I can</em> adhere to basic social and professional norms and etiquette, read nonverbal cues and adjust my behavior in complicated situations.</td>
<td><em>I can</em> respect a country’s environmental policies when negotiating a business opportunity or participating in a service project with locals.</td>
<td><em>I can</em> identify and analyze implicit bias in social media reactions to the coverage of news and events.</td>
<td><em>I can</em> recognize and respect other points of view, when discussing a story or film plotline.</td>
<td><em>I can</em> post an analysis of and answer questions about campaign rhetoric around immigration and its reliance on stereotyped ideas, adapting my language to neutralize the stereotype.</td>
<td><em>I can</em> analyze the attitudes toward the environmental impact of globalized products.</td>
<td><em>I can</em> collaborate in international efforts to promote global citizenry.</td>
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**INTERACT**

Interact With Others In And From Another Culture

**PROFICIENCY BENCHMARK**

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

**PERFORMANCE INDICATORS**

**LANGUAGE**

*I can* suspend judgement, adapt my language, and make appropriate cultural references when interacting with others from the target culture in social and professional situations.

**BEHAVIOR**

*I can* adhere to basic social and professional norms and etiquette, read nonverbal cues and adjust my behavior in complicated situations.
INTERCULTURAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

SUPERIOR

PROFICIENCY BENCHMARK

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

PERFORMANCE INDICATORS

PRODUCTS

In my own and other cultures I can analyze how products of personal and public interest are related to perspectives.

PRACTICES

In my own and other cultures I can analyze how practices within informal and formal situations are related to perspectives.

INVESTIGATE

Investigate Products And Practices To Understand Cultural Perspectives

INTERACT

Interact With Others In And From Another Culture

EXAMPLES: Linking Investigation and Interaction

I can… (customize with specific content).

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<tr>
<td>Investigate Products and Practices to Understand Cultural Perspectives</td>
<td>I can suspend judgment, adapt my language, and make appropriate cultural references when interacting with others from the target culture in social and professional situations.</td>
<td>In my own and other cultures I can analyze how the use of sarcasm, irony, and humor reflects societal attitudes.</td>
<td>I can greet, interact with and take leave from people across cultures in social and professional situations.</td>
<td>In my own and other cultures I can analyze how age or gender affects roles in family, school, or the workplace.</td>
<td>I can interact with members of someone’s family in a professional capacity while respecting their cultural values.</td>
<td>In my own and other cultures I can analyze how people’s beliefs and attitudes toward a healthy lifestyle influence eating and exercise habits.</td>
<td>I can share ideas when analyzing the budget or architectural design for a new building.</td>
<td>In my own and other cultures I can analyze the government’s fiscal support for math and science education and draw conclusions about how and why these areas of study are valued.</td>
<td>I can adhere to basic social and professional norms and etiquette, read nonverbal cues and adjust my behavior in complicated situations.</td>
<td>I can analyze the historical origins and evolution of holiday or festival practices.</td>
<td>I can participate appropriately in activities related to most holiday celebrations or festivals of the target culture.</td>
<td>I can analyze how decisions are made in the travel industry based on individual and collective values.</td>
<td>I can arrange a trip that respects local values and traditions and meets travelers’ need and habits.</td>
<td>I can assess and explain the impact of cultural competence on business negotiations.</td>
<td>I can open and manage a business bank account.</td>
<td>I can analyze the effects of globalization on how people see and demonstrate their personal and national identity.</td>
<td>I can market a product in the target culture.</td>
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NCSSFL-ACTFL CAN-DO STATEMENTS: PERFORMANCE INDICATORS FOR LANGUAGE LEARNERS © 2017
### Intercultural Communication

**Proficiency Benchmarks + Performance Indicators + Examples**

**Examples:** Linking Investigation and Interaction

I can... (customize with specific content).

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#### Proficiency Benchmark

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

#### Performance Indicators

**Products**

In my own and other cultures, I can evaluate a wide range of concrete and abstract products from different viewpoints.

**Practices**

In my own and other cultures, I can evaluate a wide range of concrete and abstract practices from different viewpoints.

#### Examples

<table>
<thead>
<tr>
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<tr>
<td>In my own and other cultures, I can express various viewpoints about urban planning and its influence on society.</td>
<td>I can organize informal and formal social activities that validate the traditions of international visitors.</td>
</tr>
<tr>
<td>In my own and other cultures, I can evaluate the cultural capital of landmarks and monuments from different viewpoints.</td>
<td>I can respond with appropriate behavior to the reactions of a diverse group at a political demonstration or other emotionally-charged event.</td>
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<tr>
<td>I can objectively evaluate the role of education in the quality of life.</td>
<td>I can collaborate on an educational research project with peers from other cultures, mediating objections during the process.</td>
</tr>
<tr>
<td>In my own and other cultures, I can evaluate how and why people conceptually organize time and events.</td>
<td>I can mediate differences to show respect for how the other considers time and space while organizing an event for native speakers.</td>
</tr>
<tr>
<td>In my own and other cultures, I can evaluate, through multiple lenses, the evolution of beauty, music and art from traditional to current trends.</td>
<td>I can collaborate on a retrospective of an artist’s or musician’s work.</td>
</tr>
<tr>
<td>In my own and other cultures, I can analyze and critique environmental policies from multiple perspectives.</td>
<td>I can conduct a comparative analysis of environmental laws and share my findings.</td>
</tr>
<tr>
<td>In my own and other cultures, I can evaluate the changing attitudes toward entertainment, social media and literature, and how it impacts lives.</td>
<td>I can conduct research and share findings on attitudes and beliefs as reflected in social media, literature and the entertainment industry.</td>
</tr>
<tr>
<td>I can conduct research and share findings on attitudes and beliefs as reflected in social media, literature and the entertainment industry.</td>
<td>I can facilitate a formal discussion before a diverse audience on a controversial topic, such as terrorist acts or drug trafficking, without judgment or bias.</td>
</tr>
<tr>
<td>From my own and other cultures’ viewpoints, I can evaluate the impact of globalization on economic and political perspectives.</td>
<td>I can participate on a panel to discuss countries’ actions to address global warming.</td>
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</table>
### Intercultural Communication

#### Proficiency Benchmarks + Performance Indicators + Examples

#### Distinguished

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<tr>
<td>Investigate Products And Practices To Understand Cultural Perspectives</td>
<td>In my own and other cultures I can objectively evaluate products and practices and mediate perspectives.</td>
<td>PRODUCTS: In my own and other cultures I can evaluate a wide range of concrete and abstract products from different viewpoints.</td>
</tr>
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<td></td>
<td></td>
<td>PRACTICES: In my own and other cultures I can evaluate a wide range of concrete and abstract practices from different viewpoints.</td>
</tr>
<tr>
<td>Interact With Others In And From Another Culture</td>
<td>I can engage with complexity and pluricultural identities and serve as a mediator between and among cultures.</td>
<td>Language: I can show empathy and cultural sophistication in my language when interacting in social, academic or professional situations with others from the target culture.</td>
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<td>Behavior: I can transition smoothly from formal to informal styles of behavior, respond effectively to nonverbal cues and mediate situations of cultural misunderstanding with empathy.</td>
</tr>
</tbody>
</table>

#### Examples: Linking Investigation and Interaction

**I can… (customize with specific content).**

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<tr>
<td>In my own and other cultures I can critically interpret, evaluate, and mediate verbal and nonverbal behaviors in informal and formal contexts.</td>
<td>I can greet, interact with and take leave from people across cultures in diverse situations and mediate others’ miscues.</td>
</tr>
<tr>
<td>In my own and other cultures I can evaluate how family structure impacts social issues and political decision-making.</td>
<td>I can collaborate in decision-making in crisis situations involving families.</td>
</tr>
<tr>
<td>In my own and other cultures I can evaluate the economic impact of math and science education and defend or dispute current related policies.</td>
<td>I can arbitrate conflicts at an urban revitalization summit addressing the economic effects of rezoning.</td>
</tr>
<tr>
<td>In my own and other cultures I can evaluate multiple viewpoints toward such issues as healthcare, hunger, and obesity, and the implications on laws and quality of life.</td>
<td>I can participate confidently in informal and formal corporate events in another culture, as a participant and a planner.</td>
</tr>
<tr>
<td>In my own and other cultures I can examine and evaluate how attitudes toward personal time influence laws and regulations concerning work and vacation time.</td>
<td>I can mediate objections during the process of planning sports events with representatives of multiple nations.</td>
</tr>
<tr>
<td>In my own and other cultures I can interpret and mitigate conflicting ideas people may have about various holiday or festival rituals.</td>
<td>I can organize an event, a holiday celebration or a festival in accordance with the beliefs of international visitors.</td>
</tr>
<tr>
<td>In my own and other cultures I can evaluate how legislators’ beliefs and motivations have financial and political implications on the transportation industry.</td>
<td>I can debate the benefits and consequences of introducing a new form of transportation given the local context.</td>
</tr>
<tr>
<td>In my own and other cultures I can evaluate values reflected in a nation’s economic policies for foreign investment and international trade.</td>
<td>I can trade on a foreign stock exchange.</td>
</tr>
<tr>
<td>I can evaluate and explain the impact of globalization on economic and political perspectives.</td>
<td>I can organize a conference that meets the needs and expectations of a global audience.</td>
</tr>
</tbody>
</table>