STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

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South Carolina College- and Career-Ready Standard for World Language Proficiency 2019

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Contents

Acknowledgements 1

Introduction to the *South Carolina College- and Career-Ready Standard for World Language Proficiency 2019* 2

Why Can-Do Statements? 2

A Performance- and Proficiency-Based Standard 8

Can-Do Statements for Intercultural Communication 9

The Role of Stakeholders in Supporting Learner Growth 11

Proficiency Benchmarks – Modern Languages 12

Proficiency Benchmarks – Classical Languages 13

Novice Can-Do Statements for Modern Languages 14

Interpretive Communication–Modern Languages Proficiency Benchmarks + Performance Indicators 15

Interpretive Communication–Modern Languages Proficiency Benchmarks + Performance Indicators + Examples 16

Interpersonal Communication–Modern Languages Proficiency Benchmarks + Performance Indicators 19

Interpersonal Communication–Modern Languages Proficiency Benchmarks + Performance Indicators + Examples 20

Presentational Communication–Modern Languages Proficiency Benchmarks + Performance Indicators 25

Presentational Communication–Modern Languages Proficiency Benchmarks + Performance Indicators + Examples 26

Intercultural Communication–Modern Languages Proficiency Benchmarks + Performance Indicators + Examples 31

Intermediate Can-Do Statements for Modern Languages 33

Interpretive Communication–Modern Languages Proficiency Benchmarks + Performance Indicators 34

Interpretive Communication–Modern Languages Proficiency Benchmarks + Performance Indicators + Examples 35

Interpersonal Communication–Modern Languages Proficiency Benchmarks + Performance Indicators 39

Interpersonal Communication–Modern Languages Proficiency Benchmarks + Performance Indicators + Examples 40

Presentational Communication–Modern Languages Proficiency Benchmarks + Performance Indicators 46

Presentational Communication–Modern Languages Proficiency Benchmarks + Performance Indicators + Examples 47

Intercultural Communication–Modern Languages Proficiency Benchmarks + Performance Indicators + Examples 53
Advanced Can-Do Statements for Modern Languages 56
Interpretive Communication–Modern Languages Proficiency Benchmarks + Performance Indicators 57
Interpretive Communication–Modern Languages Proficiency Benchmarks + Performance Indicators + Examples 58
Interpersonal Communication–Modern Languages Proficiency Benchmarks + Performance Indicators 63
Interpersonal Communication–Modern Languages Proficiency Benchmarks + Performance Indicators + Examples 64
Presentational Communication–Modern Languages Proficiency Benchmarks + Performance Indicators 70
Presentational Communication–Modern Languages Proficiency Benchmarks + Performance Indicators + Examples 71
Intercultural Communication–Modern Languages Proficiency Benchmarks + Performance Indicators + Examples 77
Novice Can-Do Statements for Classical Languages 80
Interpretive Communication–Classical Languages Proficiency Benchmarks + Performance Indicators 81
Interpretive Communication- Classical Languages Proficiency Benchmarks + Performance Indicators + Examples 83
Interpersonal Communication–Classical Languages Proficiency Benchmarks + Performance Indicators 89
Interpersonal Communication–Classical Languages Proficiency Benchmarks + Performance Indicators + Examples 90
Presentational Communication–Classical Languages Proficiency Benchmarks + Performance Indicators 94
Presentational Communication–Classical Languages Proficiency Benchmarks + Performance Indicators + Examples 95
Intercultural Interpretation–Classical Languages Proficiency Benchmarks + Performance Indicators + Examples 101
Intermediate Can-Do Statements for Classical Languages 103
Interpretive Communication–Classical Languages Proficiency Benchmarks + Performance Indicators 104
Interpretive Communication–Classical Languages Proficiency Benchmarks + Performance Indicators + Examples 106
Interpersonal Communication–Classical Languages Proficiency Benchmarks + Performance Indicators 112

Interpersonal Communication–Classical Languages Proficiency Benchmarks + Performance Indicators + Examples 113
Presentational Communication–Classical Languages Proficiency Benchmarks + Performance Indicators 117
Presentational Communication–Classical Languages Proficiency Benchmarks + Performance Indicators + Examples 118
Intercultural Interpretation –Classical Languages Proficiency Benchmarks + Performance Indicators + Examples 124
Advanced Can-Do Statements for Classical Languages 126
Interpretive Communication–Classical Languages Proficiency Benchmarks + Performance Indicators 127
Interpretive Communication–Classical Languages Proficiency Benchmarks + Performance Indicators + Examples 129
Interpersonal Communication–Classical Languages Proficiency Benchmarks + Performance Indicators 135
Interpersonal Communication–Classical Languages Proficiency Benchmarks + Performance Indicators + Examples 136
Presentational Communication–Classical Languages Proficiency Benchmarks + Performance Indicators 140
Presentational Communication–Classical Languages Proficiency Benchmarks + Performance Indicators + Examples 141
Intercultural Interpretation –Classical Languages Proficiency Benchmarks + Performance Indicators + Examples 147
Glossary of Terms 149
References 155

Back to Contents

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The NCSSFL-ACTFL Task Force

A task force comprised of content analysts from the National Council of State Supervisors for Languages (NCSSFL) and the American Council on the Teaching of Foreign Languages (ACTFL) collaborated to develop the *2017 NCSSFL-ACTFL Can-Do Statements* adopted as South Carolina's standard for modern languages. The *2017 NCSSFL-ACTFL Can-Do Statements* provided foundational elements for the creation of South Carolina's Can-Do Statements for Classical languages.

South Carolina Department of Education

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Back to Contents

Introduction to the *South Carolina College- and Career-Ready Standard for World Language Proficiency 2019*

Standard Document Mission Statement:

All learners can develop and maintain proficiency in at least one other world language: modern, Classical, or American Sign Language. In the chosen modern or Classical target language, all learners can engage in meaningful intercultural communication using the target language to investigate, interact with, and make connections to products, practices, and perspectives across cultures. All learners can understand and interpret the spoken, written, or signed language, negotiate meaning in conversations, and present information, concepts, and ideas in local and global communities.

The *South Carolina College- and Career-Ready Standard for World Language Proficiency 2019* includes and is based on the *2017 NCSSFL-ACTFL Can-Do Statements*, which are the result of collaboration between NCSSFL and ACTFL.

Why Can-Do Statements?

All benchmark, indicator, and example statements in the standard document begin with "I can…" so that learners are at the center of all language program design, can self-assess, and can use evidence to demonstrate progress in proficiency.

Figure 1. An Illustration of Learner Progress on the Path to Proficiency

Figure 1. The above graphic depicts learner progress toward increasing levels of functional language use. The statements "I can set a goal," "I can do this with help," "I can do this," and "I can do this consistently" mirror the types of personal goals that learners set on their language-learning journey. They are based on NCSSFL and LinguaFolio®'s vision for how to use the NCSSFL-ACTFL Can-Do Statements. Source: LinguaFolio® National Council of State Supervisors for Languages. (2014). Retrieved from https://ncssfl.org//wp-content/uploads/2016/04/How-to-Use-Can-Do-Statements-06-06-14-1.pdf

The Can-Do Statements for modern languages in South Carolina are the *2017 NCSSFL-ACTFL Can-Do Statements* in an adapted format, and the Proficiency Benchmarks, Performance Indicators, and Examples have been adapted for Classical languages. Aligned with the *ACTFL Proficiency Guidelines 2012* and the *ACTFL Performance Descriptors for Language Learners*, the Can-Do Statements for both modern and Classical languages do the following:

- describe what learners can do in the Interpretive, Interpersonal, and Presentational Modes of Communication;

- help learners and educators set goals for language performance at each sublevel (Low, Mid, and High) for three of five ACTFL proficiency levels (Novice, Intermediate, and Advanced);
- guide educators in providing opportunities for learners to investigate, interact with, and reflect on cultural experiences in their own and other cultures;
- describe what learners can do consistently over time and in practiced and familiar learning contexts on the path to proficiency;
- describe evidence of what learners can do daily for tasks and activities aligned to content and context of lessons; and
- help learners and educators to customize learning targets.

The intended purpose of the *2017 NCSSFL-ACTFL Can-Do Statements* applies to the Can-Do Statements in this document; short- and long-term goals can greatly encourage motivation, self-regulation and learner autonomy (Clarke, O., 2013; Dörnyei, Z., 2010, Little, D. 2009, and Moeller, A., Theiler, J., & Wu, 2012), and Can-Do Statements "provide a clear direction to focus learners' language-learning efforts that will help them meet these goals" (*2017 NCSSFL-ACTFL Can-Do Statements*, Introduction, 2017). The *South Carolina College- and Career-Ready Standard for World Language Proficiency 2019*, which comprises Can-Do Statements for modern and Classical languages, is therefore not to be used as a checklist of tasks to be demonstrated only once, and the Can-Do Statements are not a limitation of what can be learned or taught. The Can-Do Statements in this document "show the skills and functions that can be done with full control at [a given] sublevel," and stakeholders are reminded that "[higher] level skills and functions (e.g., using timeframes, understanding complex texts) need to be introduced at lower sublevels and built upon in order to have independent control of those skills and functions at higher sublevels" (*2017 NCSSFL-ACTFL Can-Do Statements*, Introduction, 2017). Notably, Proficiency Benchmarks, Performance Indicators, and Examples can assist educators in planning for desired learning outcomes using a backward design approach, but they are not a curriculum.

Modes of Communication

The *South Carolina College- and Career-Ready Standard for World Language Proficiency 2019* is organized according to the Interpretive, Interpersonal, and Presentational Modes of Communication as described in the *World-Readiness Standards for Learning Languages*, and evidence of learner growth should include demonstration of what learners can do in each of these modes:

- Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

Back to Contents

The ACTFL Proficiency Pyramid

The Can-Do Statements in the *South Carolina College- and Career-Ready Standard for World Language Proficiency 2019* describe what a learner should demonstrate at three of five proficiency levels as defined in the *ACTFL Proficiency Guidelines 2012*. These guidelines are a description of what individuals can do at five levels of proficiency in speaking, writing, listening, and reading in real-world contexts. The three proficiency levels used for this document, Novice, Intermediate, and Advanced, are further sub-divided into low, mid and high sublevels for Performance Indicators and Examples.

Figure 2. The ACTFL Proficiency Pyramid

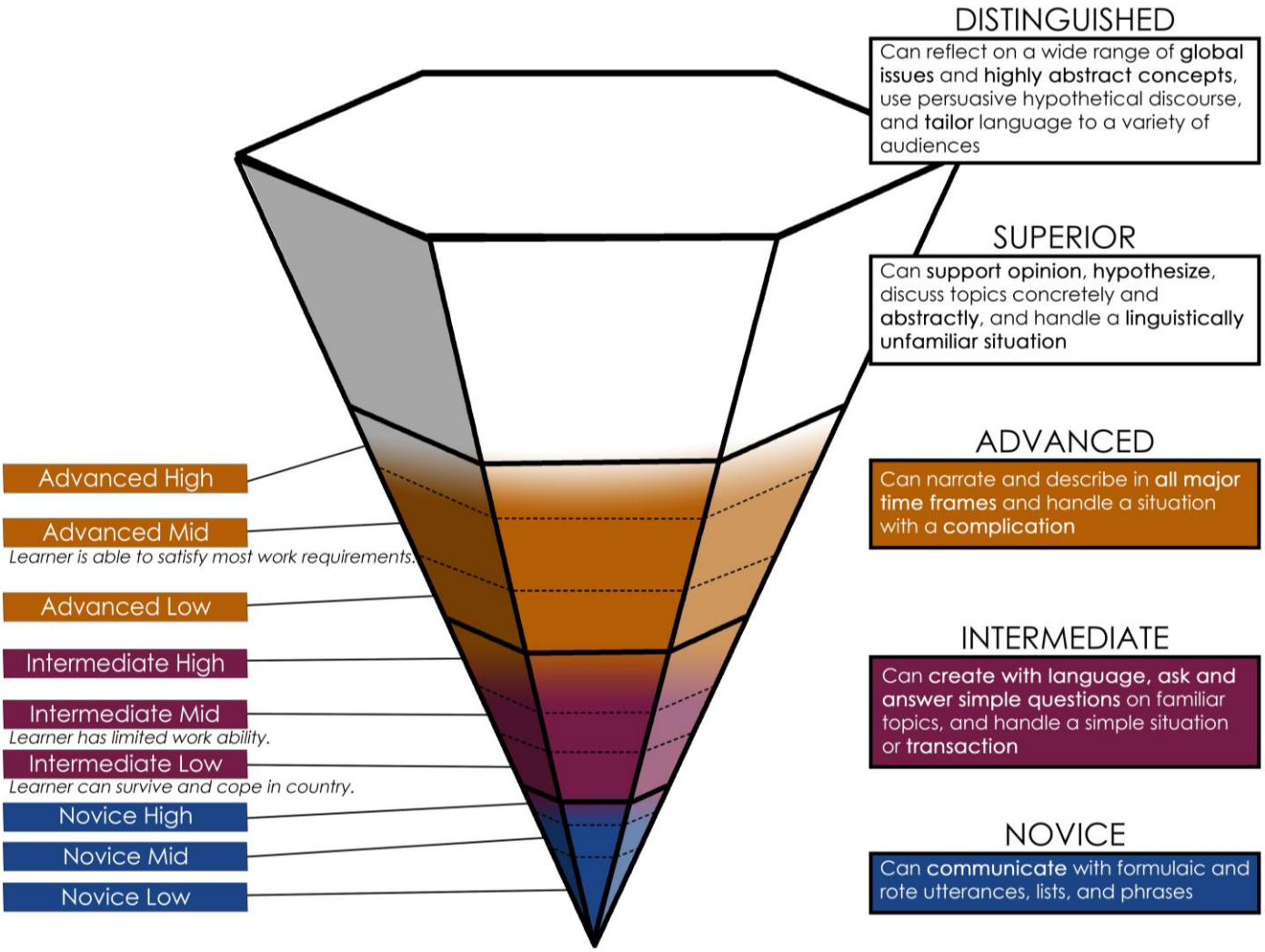


Figure 2. The inverted pyramid developed by the American Council for the Teaching of Foreign Languages (ACTFL) represents the functions (communicative tasks) in which learners are able to engage at each major proficiency level. The colors in the pyramid above correspond with the colors used to represent each of the three proficiency levels used for this document with K-12 learners in mind: Novice, Intermediate, and Advanced. Sub-levels have been labeled to the left of the pyramid in this document to assist stakeholders in visualizing learner growth. Pyramid and major functions for each proficiency level retrieved from: https://www.actfl.org/sites/default/files/guidelines/ACTFLProficiencyLevels11x17withFunctions.pdf

Back to Contents

Can-Do Statements for Modern Languages

The Can-Do Statements for modern languages provide students the opportunity to attain increasing levels of proficiency in a modern language and, in doing so, support South Carolina's commitment to preparing students for college- and career-readiness. A research-based summary adapted from ACTFL's "Oral Proficiency Levels in the Workplace" (ACTFL, 2015) depicts minimal levels of oral proficiency needed to interact in various career contexts (Figure 3). This chart also illustrates the language experience most likely needed in order to function at each proficiency level.

The amount of language learning needed to be career-ready is significant. In a report from the Center for Applied Language Studies (CASLS, a National Foreign Language Resource Center) titled "What Proficiency Level Do High School Students Achieve?", research shows that the majority of students studying a world language in a traditional high school program reach levels that "are similar to the ACTFL levels Novice High and Intermediate Low" (1). As seen in Figure 2, a language proficiency level of Intermediate Mid is needed to function in the workplace.

The modern languages Can-Do Statements also support learner growth with regard to using the target language to "investigate, explain, and reflect on the relationship between the practices or products and perspectives of other cultures" (*2017 NCSSFL-ACTFL Can-Do Statements*, Introduction, 2017). The modern language Can-Do Statements for Intercultural Communication contain two aspects: Investigate and Interact. The statements tied to these aspects lead learners toward developing Intercultural Communicative Competence (ICC), or "the ability to interact effectively and appropriately with people from other language and cultural backgrounds." Setting goals and engaging in self-reflection assist learners in developing ICC. (*2017 NCSSFL-ACTFL Can-Do Statements*, Introduction, 2017)

How does the *South Carolina College- and Career-Ready Standard for World Language Proficiency 2019* apply to native and heritage speakers?

Learners bring a variety of languages and cultures to South Carolina, and some may have had language-learning experiences at home, in another country, or through local communities. When determining the placement of native and heritage speakers in language courses, one should consider proficiency levels rather than seat time. The Can-Do Statements for modern languages assist educators and learners in setting goals that are appropriate to the proficiency level of each learner.

Figure 3. Adaptation of ACTFL's "Oral Proficiency Levels in the Workplace" Back to Contents

ACTFL Proficiency Level	Language Functions	Corresponding Professions/ Positions	Examples of Who Is Likely to Function at This Level
Novice Low	Communicate minimally with formulaic and rote utterances, lists, and phrases.	No corresponding professions/positions	Language learners following 2 years of high-school language study.
Novice Mid			
Novice High			Language learners following content-based language program in grades K–6.
Intermediate Low	Create with language, initiate, maintain, and bring to a close simple conversations by asking and responding to simple questions.	No corresponding professions/positions	Language learners following 4-year high school sequence or 2-semester college sequence. Language learners following an immersion language program in grades K–6.
Intermediate Mid		Cashier, Sales Clerk (highly predictable contexts), Receptionist	Language learners following 6–8 year sequences of study (e.g. AP) or 4–6 semester college sequences.
Intermediate High		Firefighter, Utilities Installer, Auto Inspector, Aviation Personnel, Missionary, Tour Guide	
Advanced Low	Narrate and describe in past, present, and future. Deal effectively with an unanticipated complication.	K–12 Language Teacher, Nurse, Social Worker, Claims Processor, Police Officer, Billing Clerk, Legal Secretary, Legal Receptionist, 911 Dispatcher, Retail Services Personnel	Undergraduate language majors.
Advanced Mid		Banking and Investment Services Customer Service Representative, Account Executive, Medical Interpreter, Patient Advocate, Court Interpreter, Technical Service Agent, Collections Representative	Those who have significant contact with language: heritage speakers, informal learners, non-academic learners. Undergraduate majors with year-long study in the target language culture.
Advanced High		Physician, Human Resources Communications Consultant, Financial Services Senior Consultant, Financial Advisor, Broker, Military Linguist	Language learners with graduate degrees in language or a related area and extended educational experience in target environment.

Figure 3. This adapted chart summarizes the minimal levels of oral proficiency needed to perform various language functions in a sustained manner in the workplace beginning with Novice Low (listed at top) and continuing through Advanced High (listed at the bottom of the chart). The chart includes corresponding language functions, corresponding professions/positions, and examples of learners who are likely to function at each level. Source: Oral Proficiency Levels in the Workplace © ACTFL, 2015. Retrieved from: https://www.actfl.org/sites/default/files/pdfs/TLE_pdf/OralProficiencyWorkplacePoster.pdf

Back to Contents

Can-Do Statements for Classics

The *South Carolina College- and Career-Ready Standard for World Language Proficiency 2019* addresses the same modes of communication and proficiency levels for both modern and Classical languages, but it has been recognized that a different set of Proficiency Benchmarks, Performance Indicators, and Examples is needed for Classics due to the following points:

- The ultimate aim for Classical language learners is interpretive reading of authentic Latin or Greek texts. Research has shown, however, that proficiency in language production in the Presentational and Interpersonal Modes of communication strengthens learners' ability to perform in the Interpretive Mode (ACL, 2017; Lloyd, 2016). Reading a language "entails converting print into language and then to the message intended by the author ... It is hardly accidental, therefore, that, in all languages, reading builds on oral language competence..." (Koda 1). Therefore, just as in the modern languages, the standard requires that all modes of communication be performed in the target language.

- Learners of Classical languages do not have it as a goal, and cannot in fact engage in, real-world conversations with native speakers, as is the goal with modern languages. Therefore, Classical language learners tend to progress more quickly than modern language learners in the interpretive reading and presentational modes, and more slowly in interpersonal communication and interpretive listening. According to the *ACTFL Performance Descriptors for Language Learners*, "when students encounter languages with minimal similarity to their native language, [they] face different language learning challenges: unfamiliar sounds, different writing systems, and new grammars. These linguistic features, which oftentimes cannot be linked to anything the language learners know in their native language, generally extend the language acquisition process" (12-13; Koda 27). Each proficiency level in the Classical language standard is developed to reflect these different goals and acquisition time frames.

- The modern languages standard for Intercultural Communication contains two aspects: Investigate and Interact. Classical language learners engage with Roman and Greek native speakers through the interpretation of texts, but are not able to interact with these speakers in an interpersonal way; therefore, the intercultural aspects for the Classical languages standard are called Investigate and Connect. The Investigate aspect is similar to that of the modern languages; the Connect aspect requires learners to make connections between Roman or Greek cultural elements and those of other cultures, from the ancient through the modern time periods. The intercultural benchmarks, indicators, and examples require learners to perform cultural functions in the target language. In order to support learner growth toward performance and proficiency goals, cultural instruction occurs in the target language to the greatest extent possible.

- Given the lack of examples of very simple, novice-level Latin or ancient Greek texts, the Classical languages standard recognizes that texts used at this level may be adapted-authentic or written by a modern person with extensive knowledge of ancient Latin or Greek. An adapted-authentic text is one that has been modified to make it more easily comprehensible for a reader at a lower proficiency level. Transition to authentic texts

should occur as soon as is feasible, but no later than in the Intermediate level. An authentic text is understood as any unadapted text in Latin or ancient Greek written by a native speaker or someone with near-native spoken and written fluency in the language, e.g., Medieval and Renaissance writers of Latin.

A Performance- and Proficiency-Based Standard

The Proficiency Benchmarks, Performance Indicators, and Example statements in the modern and Classical languages Can-Do Statements support performance-based instruction that leads to increasing levels of learner proficiency. In order for learner growth to occur, educators must consistently provide opportunities over time for learners to set goals, self-assess, and demonstrate growth through their performance (Figure 4).

Figure 4. Performance and Proficiency

Performance	Proficiency
Based on instruction: Performance describes what the language learner can do based on what was learned and practiced in an academic setting.	**Based on real cultural contexts:** Describes what the language learner can do consistently, independent of curriculum, and regardless of when or how language was acquired.
Contexts are practiced and familiar: Content is based on what was learned, practiced, or rehearsed within familiar contexts.	**Contexts are unrehearsed and broad:** Content and contexts are appropriate to the proficiency level but are not classroom dependent.
Demonstrated for given task(s): To be evaluated within a range (Novice, Intermediate, or High), the learner demonstrates features of the domains of that range in contexts and content areas that have been learned and practiced.	**Sustained performance across all the tasks and contexts for the level:** To be at a given proficiency level, the learner must demonstrate consistent patterns of all the criteria for a given level, all of the time.

Figure 4. This comparison of performance and proficiency highlights characteristics of each with regard to what each one describes, which types of contexts are relevant to each one, and with regard to how and how often learners demonstrate what they can do. Figure 4 is adapted from the chart titled "Assessing Performance vs. Assessing Proficiency: How are these assessments different?" in the *ACTFL Performance Descriptors for Language Learners*. Source: *ACTFL Performance Descriptors for Language Learners.* (ACTFL, 2012, page 5). Retrieved from: https://www.actfl.org/sites/default/files/pdfs/ACTFLPerformance_Descriptors.pdf

Back to Contents

Can-Do Statements for Intercultural Communication

In order to establish meaningful relationships across cultural boundaries, and in order to construct ideas based on cultural understandings, learners must be able to interact effectively – or in the case of Classics, make meaningful connections – through the use of language. The Can-Do Statements for modern and Classical languages are therefore organized according to the Interpretive, Interpersonal, and Presentational Modes of Communication as described in the *World-Readiness Standards for Learning Languages* (National Standards Collaborative Board, pages 32-34, 50, 55, 59), and according to the Investigate, Interact, and Connect aspects for Intercultural Communication and Interpretation.

Curriculum aligned to the Can-Do Statements for Intercultural Communication (*2017 NCSSFL-ACTFL Can-Do Statements*, 2017) included in the *South Carolina College- and Career-Ready Standard for World Language Proficiency 2019*, and curriculum aligned to South Carolina's adapted Can-Do Statements for Intercultural Interpretation for Classical languages, will entail the intersection of language proficiency and cultural competence, and notably, learners may progress at different paces in language proficiency and in intercultural competence. A learner, for example, may have Novice language proficiency and Advanced intercultural competence. This learner may have Novice-level Intercultural Communication, even though his/her level of intercultural competence is significant. A different learner may have Advanced language proficiency and Novice intercultural competence. This learner may also have Novice level Intercultural Communication but with a different balance of strengths and goals than the learner in the previous example. As learners progress in language proficiency and intercultural competence, a continual goal should be the use of language to investigate, compare, explain, reflect on, and interact with the products, practices, and perspectives of target cultures; in the case of modern languages, a goal should also be to interact with speakers in and from other cultures.

The Can-Do Statements for Intercultural Communication and Intercultural Interpretation focus on the extent to which learners can demonstrate intercultural competence through communication. The dark shade in the center of Figure 5 depicts the richness of Intercultural Communication that can occur as learners are able to demonstrate increasing degrees of intercultural competence (underlying layer displaying Investigate, Interact, and Connect aspects) with increasing levels of language proficiency.

Back to Contents

Figure 5. Overlay of Communicative Modes with Investigate, Interact, and Connect Aspects

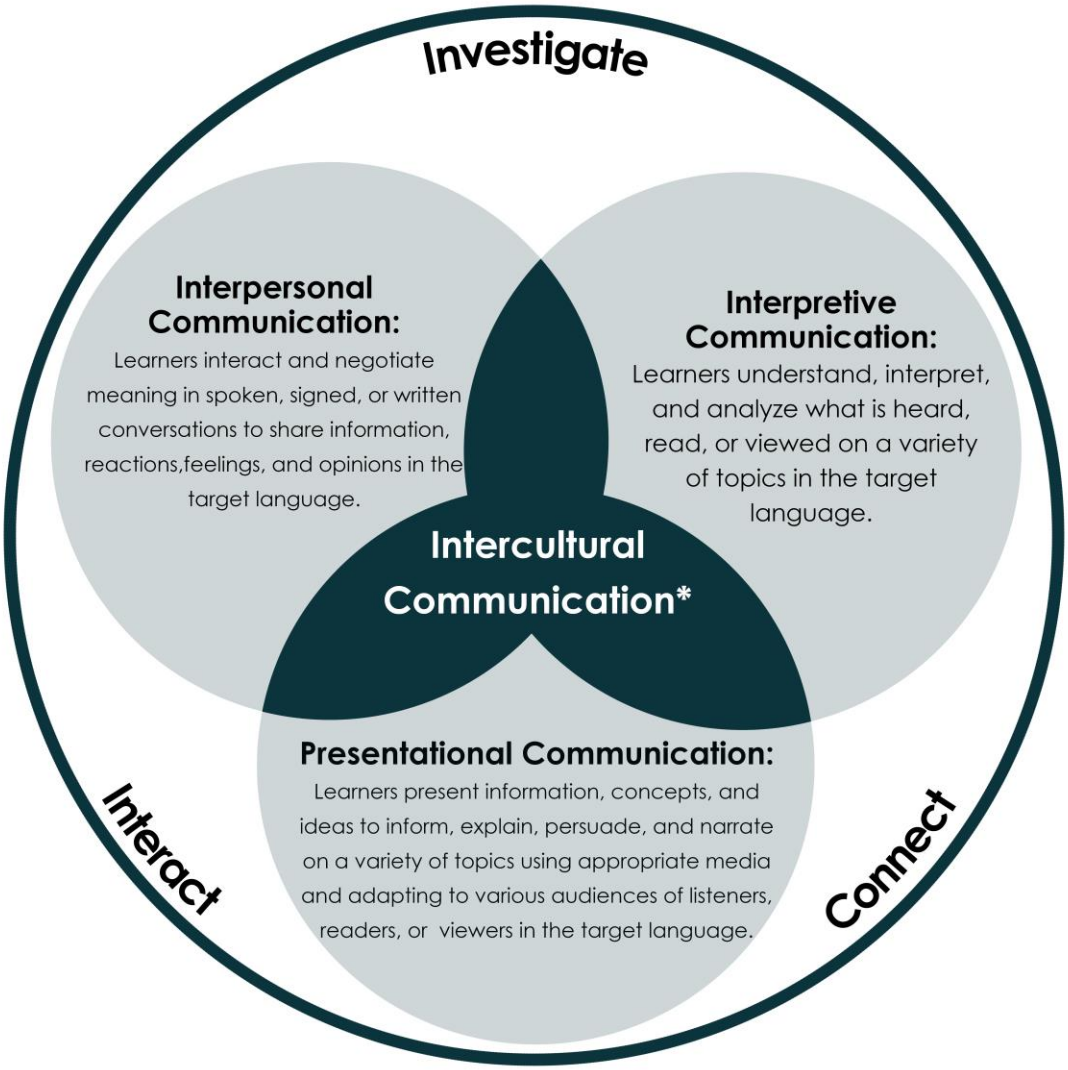


Figure 5. *Intercultural Interpretation for Classical Languages. Figure 5 displays a circular layer representing cultural competence and three circular layers representing the Interpersonal, Interpretive, and Presentational Modes of Communication as described in the *World-Readiness Standards for Learning Languages* (National Standards Collaborative Board, pp. 32-34, 50, 55, 59). At the center, where all layers converge, the darkest color in the graphic represents the goal of Intercultural Communication (Intercultural Interpretation for Classical Languages) in which learners use the target language to investigate, compare, explain, and reflect on the products, practices, and perspectives of target cultures, as well as interact with others in and from other cultures in the case of modern languages.

When paired with intentional reflection, the Can-Do Statements for Intercultural Communication and Intercultural Interpretation can assist learners in developing Intercultural Communicative Competence (ICC). As defined in the introduction to the *2017 NCSSFL-ACTFL Can-Do Statements*, "ICC refers to the ability to interact effectively and appropriately with people from other language and cultural backgrounds" (2017). Based on South Carolina's adaptation for Classics, ICC for learners of Classical languages would refer to the ability to make meaningful

and appropriate connections to Roman or Greek cultural elements with those of other cultures, from the ancient through the modern time periods.

The Role of Stakeholders in Supporting Learner Growth

The South Carolina College- and Career-Ready Standard for World Language Proficiency 2019 assists all stakeholders in supporting learner growth in language proficiency and intercultural competence (Figure 6). Districts, school teams, world language educators, parents, guardians, and the South Carolina Department of Education are stakeholders listed in Figure 6 who work together to help learners set goals and chart their progress.

Figure 6. How Stakeholders Use the Standard Document

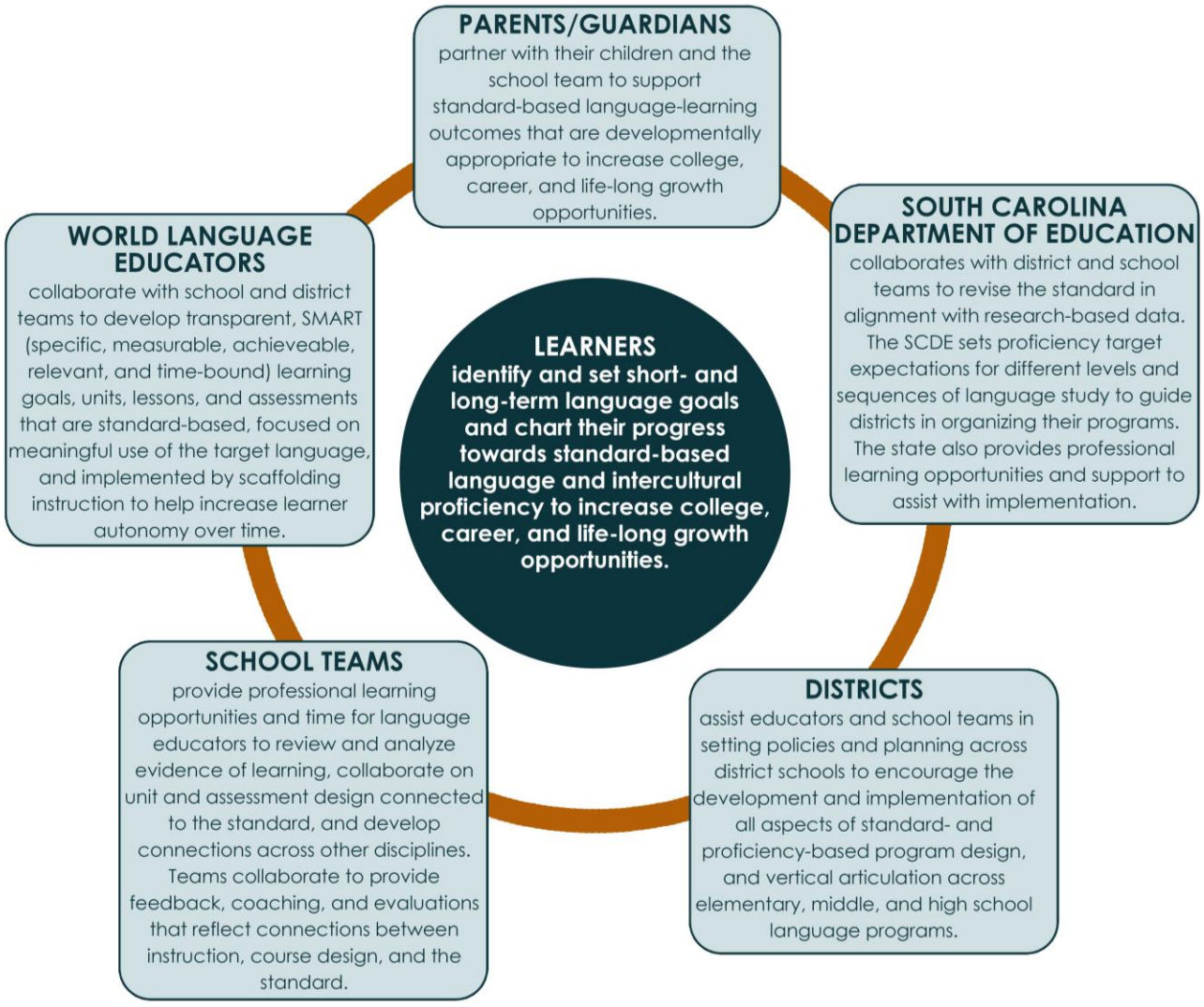


Figure 6. In this graphic outlining how stakeholders use the standard document, learners are at the center; all other stakeholders are connected by an outer circle, depicting the need for teamwork and collaboration to support learner growth.

Back to Contents

PROFICIENCY BENCHMARKS – MODERN LANGUAGES

	NOVICE PROFICIENCY BENCHMARK	**INTERMEDIATE** PROFICIENCY BENCHMARK	**ADVANCED** PROFICIENCY BENCHMARK
INTERPRETIVE COMMUNICATION	***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.	***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.	***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.
INTERPERSONAL COMMUNICATION	***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.	***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.	***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 COMMUNICATION	***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.	***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.	***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 **INVESTIGATE**	In my own and other cultures ***I can*** identify products and practices to help me understand perspectives.	In my own and other cultures ***I can*** make comparisons between products and practices to help me understand perspectives.	In my own and other cultures ***I can*** explain some diversity among products and practices and how it relates to perspectives.
INTERCULTURAL COMMUNICATION **INTERACT**	***I can*** interact at a survival level in some familiar everyday contexts.	***I can*** interact at a functional level in some familiar contexts.	***I can*** interact at a competent level in familiar and some unfamiliar contexts.

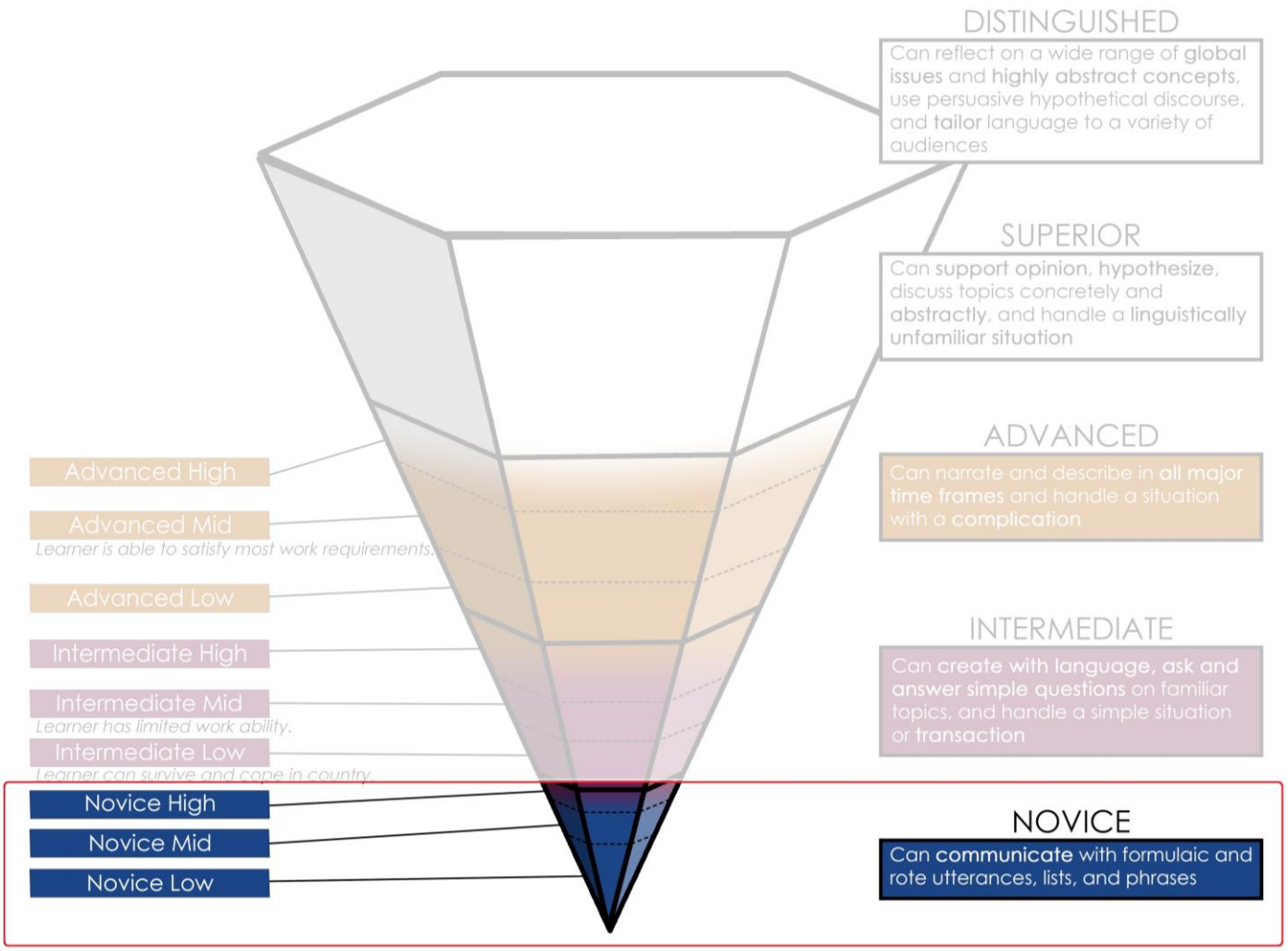
Back to Contents

PROFICIENCY BENCHMARKS – CLASSICAL LANGUAGES

	NOVICE PROFICIENCY BENCHMARK	**INTERMEDIATE** PROFICIENCY BENCHMARK	**ADVANCED** PROFICIENCY BENCHMARK
INTERPRETIVE COMMUNICATION	***I can*** identify the general topic and some basic information on familiar topics by recognizing practiced or memorized words, phrases, and simple sentences in Latin or Greek texts that are spoken or written.	***I can*** identify the main idea and supporting details on familiar topics in adapted-authentic or authentic Latin or Greek texts that are spoken or written.	***I can*** discuss the main message, supporting details, and cultural context across various time frames in a wide variety of complex, authentic Latin or Greek texts that are spoken or written, and make comparisons to other texts that I have read or heard.
INTERPERSONAL COMMUNICATION	***I can*** communicate in spontaneous spoken or written conversations on very familiar topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.	***I can*** participate in spontaneous spoken or written conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.	***I can*** participate in spontaneous written and simpler spoken conversations and discussions across various time frames on familiar and unfamiliar topics pertaining to the Classical world, using a series of connected sentences and questions to convey meaning.
PRESENTATIONAL COMMUNICATION	***I can*** present information on very familiar topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken or written language.	***I can*** communicate information, make presentations, and express my thoughts about familiar topics relating to the Classical world, using sentences and series of connected sentences through spoken or written language.	***I can*** deliver detailed and organized presentations on a variety of topics relating to the Classical world, using paragraphs and various time frames through spoken or written language.
INTERCULTURAL INTERPRETATION **INVESTIGATE**	In my own and Roman or Greek culture ***I can*** identify products and practices to help me understand perspectives.	In my own and Roman or Greek culture ***I can*** make comparisons between products and practices to help me understand perspectives.	In my own and Roman or Greek culture ***I can*** explain the diversity among products and practices and how it influences perspectives in Classical and other cultures.
INTERCULTURAL INTERPRETATION **CONNECT**	***I can*** connect elements of Classical cultures to other cultures around the world up to the modern day.	***I can*** connect products, practices, and perspectives of Classical cultures to those of other cultures around the world up to the modern day.	***I can*** explain the diversity of products, practices, and perspectives across a wide range of cultures around the world up to the modern day.

Back to Contents

NOVICE Can-Do Statements for Modern Languages



NOVICE

PROFICIENCY BENCHMARK

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.

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

PERFORMANCE INDICATORS

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can identify memorized or familiar words when they are supported by gestures or visuals in informational texts.	***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 informational texts.

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

PERFORMANCE INDICATORS

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can identify memorized or familiar words when they are supported by gestures or visuals in fictional texts.	***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 elements from simple sentences in short fictional texts.

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

PERFORMANCE INDICATORS

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can understand memorized or familiar words when they are supported by gestures or visuals in conversations.	***I can*** identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in conversations.	***I can*** understand familiar questions and statements from simple sentences in conversations.

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 knowledge; and
c) the ability 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.

NOVICE

PROFICIENCY BENCHMARK

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.

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

PERFORMANCE INDICATORS

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can identify memorized or familiar words when they are supported by gestures or visuals in informational texts.	***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 informational texts.

EXAMPLES: Written

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can … (customize with specific content). ***I can*** identify some locations or stores by their signs. ***I can*** match a word or character in a headline to a supporting visual. ***I can*** recognize some names of cities on a map. ***I can*** identify labeled aisles in a store. ***I can*** recognize the labels on a recycling bin.	***I can… (customize with specific content).*** ***I can*** identify nutritional categories on food labels. ***I can*** identify items on a shopping list. ***I can*** identify names of classes and their locations on a class schedule. ***I can*** identify my departure and arrival times from a transportation schedule. ***I can*** understand what information is provided on a student ID card. ***I can*** understand subject-specific terms on a word wall.	***I can… (customize with specific content).*** ***I can*** follow directions in a Scavenger Hunt game. ***I can*** understand a variety of simple messages on greeting cards. ***I can*** select a movie based on a short description. ***I can*** understand someone's profile on a social media site. ***I can*** understand some facts about the weather especially when weather symbols are used.

EXAMPLES: Spoken, Viewed, or Signed

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can … (customize with specific content). ***I can*** recognize familiar names of people and places in a public announcement. ***I can*** understand simple directions to a familiar place. ***I can*** follow instructions for simple class routines. ***I can*** understand names and titles when speakers are introduced. ***I can*** understand a cell phone number.	***I can… (customize with specific content).*** ***I can*** understand the time announced for a store closing. ***I can*** understand directions for setting the table. ***I can*** follow directions to fill out a simple graphic organizer. ***I can*** understand the names of the planets in a science class. ***I can*** recognize some weather expressions in a forecast.	***I can… (customize with specific content).*** ***I can*** understand the name of a product, the cost, and where to buy it from a radio ad. ***I can*** understand whom to pick up and where to take them from a friend's voicemail. ***I can*** follow a YouTube video on how to play a simple game. ***I can*** understand an emergency alert during a TV show. ***I can*** understand when a sports announcer introduces the team players.

NOVICE

PROFICIENCY BENCHMARK

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.

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

PERFORMANCE INDICATORS

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can identify memorized or familiar words when they are supported by gestures or visuals in fictional texts.	***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 elements from simple sentences in short fictional texts.

EXAMPLES: Written

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can … (customize with specific content). ***I can*** recognize a few individual written words in the title of a story. ***I can*** recognize a few individual written words in a picture book. ***I can*** recognize a few individual words in a poem. ***I can*** recognize a character's name in a folk tale. ***I can*** recognize common opening and closing words of a fairy tale.	***I can… (customize with specific content).*** ***I can*** identify some phrases describing a character in a story. ***I can*** identify some phrases in captions from pictures in a book. ***I can*** recognize a familiar memorized line from a poem. ***I can*** recognize some events from a story timeline. ***I can*** recognize a song's common one-line refrain.	***I can… (customize with specific content).*** ***I can*** identify the topic of a short story. ***I can*** identify the topic of a poem. ***I can*** identify some of the events in a fairy tale. ***I can*** identify some of the traits of a superhero as described in a comic book. ***I can*** identify some actions described in a scene from a play.

EXAMPLES: Spoken, Viewed, or Signed

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can … (customize with specific content). ***I can*** recognize a few individual words of a read aloud story. ***I can*** recognize a few individual words in a read aloud poem. ***I can*** recognize a character's name in a folk tale. ***I can*** recognize common opening and closing words in oral storytelling. ***I can*** recognize a few familiar words from a music video.	***I can… (customize with specific content).*** ***I can*** identify some phrases describing a character in a story. ***I can*** identify some phrases from a read aloud story. ***I can*** recognize a familiar memorized line from a poem. ***I can*** recognize some events from a cartoon. ***I can*** recognize a song's common one-line refrain.	***I can… (customize with specific content).*** ***I can*** identify where and when a read aloud story takes place. ***I can*** identify how to get to the next level when playing a video game. ***I can*** identify some of the events in a videostreamed show. ***I can*** identify some of the traits of a superhero described in video comic books. ***I can*** identify some actions described in a scene from a movie.

NOVICE

PROFICIENCY BENCHMARK

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.

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

PERFORMANCE INDICATORS

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can understand memorized or familiar words when they are supported by gestures or visuals in conversations.	***I can*** identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in conversations.	***I can*** understand familiar questions and statements from simple sentences in conversations.

EXAMPLES: Written

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can … (customize with specific content).	***I can … (customize with specific content).***	***I can … (customize with specific content).***
I can recognize names and titles in an email introduction.	***I can*** recognize dates in an email message.	***I can*** understand someone's simple descriptions of a photo on Instagram.
I can recognize familiar place names in a brochure.	***I can*** recognize very common abbreviations in a text message.	***I can*** understand questions about class schedules in a text message.
I can recognize greetings and leave-taking words in an email.	***I can*** recognize whether a correspondence is formal or informal.	***I can*** understand simple feedback on a homework assignment.
I can recognize salutation words in a text message.	***I can*** understand the time in a meeting request.	***I can*** understand simple questions about family in correspondence among e-pals.
I can understand a text conversation among teammates about a sporting event.	***I can*** understand familiar directions on a mobile app.	***I can*** understand simple questions in a chat room.

EXAMPLES: Spoken, Viewed, or Signed

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can … (customize with specific content).	***I can … (customize with specific content).***	***I can … (customize with specific content).***
I can recognize when greetings and leave-taking are expressed.	***I can*** understand when someone asks a person's name.	***I can*** sometimes understand to whom people are directing their conversation.
I can recognize peoples' names and their titles when they are introduced.	***I can*** recognize a time or date when plans for an event are discussed.	***I can*** understand someone's simple descriptions of a photo.
I can recognize a few individual question words in a conversation among visitors in school.	***I can*** recognize some common expressions when people are discussing the weather.	***I can*** understand questions about someone's social schedule.
I can recognize familiar names of places discussed on a tour.	***I can*** understand simple instructions given by a parent to a child on the playground.	***I can*** understand simple compliments given to a hostess.
I can understand simple words of praise by a teacher to a student.	***I can*** understand the difference between a spoken statement and question in peoples' conversations.	***I can*** understand simple questions a guest asks about family.

NOVICE

PROFICIENCY BENCHMARK
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.

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

PERFORMANCE INDICATORS		
NOVICE LOW	**NOVICE MID**	**NOVICE HIGH**
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.	***I can*** request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.	***I can*** request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time.

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

PERFORMANCE INDICATORS		
NOVICE LOW	**NOVICE MID**	**NOVICE HIGH**
I can express some basic needs, using practiced or memorized words and phrases, with the help of gestures or visuals.	***I can*** express basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, and questions.	***I can*** interact with others to meet my basic needs related to routine everyday activities, using simple sentences and questions most of the time.

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

PERFORMANCE INDICATORS		
NOVICE LOW	**NOVICE MID**	**NOVICE HIGH**
I can express basic preferences or feelings, using practiced or memorized words and phrases, with the help of gestures or visuals.	***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.	***I can*** express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic.

NOVICE

PROFICIENCY BENCHMARK

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.

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

PERFORMANCE INDICATORS

NOVICE LOW	NOVICE MID	NOVICE HIGH
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.	***I can*** request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.	***I can*** request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time.

EXAMPLES: Speaking/Listening or Signing

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can … (customize with specific content).	***I can … (customize with specific content).***	***I can … (customize with specific content).***
I can introduce myself when I meet people.	***I can*** ask who, what, where, or when questions about a party.	***I can*** exchange information about things to do in my town.
I can answer questions about who is in my family.	***I can*** respond to a math question reciting a simple mathematical operation (e.g. 2 times 3 is 6).	***I can*** exchange information about which classes are harder or easier than others and why.
I can answer questions about my favorite weekend activities.	***I can*** contribute to a conversation about music styles by giving an example of a style I like.	***I can*** ask and respond to some simple questions about a scientific infographic.
I can respond to a basic math question using numbers.	***I can*** share the time and date of an upcoming community event.	***I can*** contribute to a conversation about a story by identifying who, what, when, and where.
I can respond when asked to name the style of music I am playing.	***I can*** interact with a partner to complete a "fill-in-the-blank" worksheet in a science class.	***I can*** ask and answer questions about a job opening.

EXAMPLES: Writing/Reading

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can … (customize with specific content).	***I can … (customize with specific content).***	***I can … (customize with specific content).***
I can respond to personal questions such as my name, age, or family in an online forum.	***I can*** ask and answer questions about school, food, or hobbies in an online conversation.	***I can*** exchange information about what I do for fun with an ePal.
I can fill out an online form to provide my class schedule.	***I can*** text questions and answers about the type of restaurant we plan to go to tonight.	***I can*** exchange texts with a friend about local music venues.
I can fill in a chat box by answering who, what, where and or when questions.	***I can*** respond to an e-invitation and ask questions about the event.	***I can*** respond to an email about a sporting event I attended.
I can text a friend the time and day we plan to meet.	***I can*** write a post-it note in response to a discussion question.	***I can*** write a response to an e-card greeting.

EXAMPLES: Writing/Reading

I can respond to a text message that asks where I am going.	***I can*** text a backroom chat response.	***I can*** exchange information about the latest video game in an online chat.

NOVICE

PROFICIENCY BENCHMARK
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.

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

PERFORMANCE INDICATORS		
NOVICE LOW	**NOVICE MID**	**NOVICE HIGH**
I can express some basic needs, using practiced or memorized words and phrases, with the help of gestures or visuals.	***I can*** express basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, and questions.	***I can*** interact with others to meet my basic needs related to routine everyday activities, using simple sentences and questions most of the time.

EXAMPLES: Speaking/Listening or Signing

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can … (customize with specific content).	***I can … (customize with specific content).***	***I can … (customize with specific content).***
I can tell someone my name.	***I can*** introduce someone else and ask related questions.	***I can*** ask for directions when I'm lost.
I can greet and take leave in a polite way.	***I can*** say that I am hungry, cold, or tired and ask others.	***I can*** interact with a partner to plan who will do what for an upcoming project, and when.
I can tell the customs official which countries I visited.	***I can*** ask and answer questions about homework.	***I can*** exchange advice to choose an outfit for an event.
I can tell someone whether or not I understand them.	***I can*** politely ask someone to repeat something I did not understand.	***I can*** confirm with my partner the time, place and reason for a meeting.
I can say how much money I need to pay for my lunch.	***I can*** ask and understand how much something costs.	***I can*** interact with a partner to decide whether to cancel an event given the weather forecast.

EXAMPLES: Writing/Reading

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can … (customize with specific content).	***I can … (customize with specific content).***	***I can … (customize with specific content).***
I can introduce myself on an online site.	***I can*** respond to online survey questions to say where I want to study abroad and when.	***I can*** interact online to ask and answer questions about a homework assignment.
I can enter a word in an online Scrabble game.	***I can*** add personalized birthday wishes to a friend on a social media site.	***I can*** make plans for a picnic with others via text messages.
I can respond with the appropriate greeting to a text message.	***I can*** respond to a text message asking for an alternative day/time for an appointment.	***I can*** text my friend to bring me something from a restaurant and answer my friend's questions.
I can add happy birthday to a social media post.	***I can*** ask questions to the online sales rep about an item.	***I can*** exchange messages to set up the steps for an experiment.
I can reply to a message asking the price for a service.	***I can*** participate in an online exchange to get ready for an upcoming trip.	***I can*** exchange information with a doctor's office to prepare for an upcoming appointment.

NOVICE

PROFICIENCY BENCHMARK

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.

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

PERFORMANCE INDICATORS

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can express basic preferences or feelings, using practiced or memorized words and phrases, with the help of gestures or visuals.	***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.	***I can*** express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic.

EXAMPLES: Speaking/Listening or Signing

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can … (customize with specific content).	***I can … (customize with specific content).***	***I can … (customize with specific content).***
I can say if I feel well, so-so, or sick.	***I can*** exchange preferences with my friends about our likes and dislikes.	***I can*** exchange with others some ideas about ways to stay healthy.
I can identify my favorite people, places, or things from a list.	***I can*** ask and answer questions about what kinds of chores are easier or more enjoyable.	***I can*** exchange recommendations about the best apps for different purposes.
I can say what sport I play.	***I can*** add to a conversation what I like and dislike about having a pet.	***I can*** interact with friends to identify kinds of photos I think are appropriate to post on social media.
I can say what food I like or dislike.	***I can*** exchange preferences about which subjects I like or dislike.	***I can*** compare schedules with a friend to identify who has a harder week ahead.
I can say if I agree with someone about basic preferences.	***I can*** ask and answer questions about favorite singers.	***I can*** exchange opinions about my school's cafeteria food.

EXAMPLES: Writing/Reading

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can … (customize with specific content).	***I can … (customize with specific content).***	***I can … (customize with specific content).***
I can respond to a social media site about best restaurants or best sports teams, indicating approval or disapproval.	***I can*** choose answers on an online personality survey.	***I can*** craft a response to a blog post about movie recommendations.
I can text my friend about where I prefer to meet and when.	***I can*** post clothing photos on a social media site and ask advice about which to buy.	***I can*** ask and react to a friend's post on a social media site.
I can text someone what I prefer for dinner tonight.	***I can*** read a note from my roommate about evening plans and write a short response.	***I can*** exchange with visitors on a shared Wiki preferences of things to do.
I can choose my preference for clothing brands on an online survey.	***I can*** tweet my opinion about a new movie in response to other tweets.	***I can*** add my comments to those of others about something I read on a forum about sports.
		I can exchange preferences in video games on a gaming site.

EXAMPLES: Writing/Reading

I can complete a simple survey to identify what I like and don't like about a store or service.	***I can*** react to my classmates' posts on an online learning tool.	

PRESENTATIONAL COMMUNICATION–**MODERN LANGUAGES**
PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

NOVICE

PROFICIENCY BENCHMARK
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.

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

PERFORMANCE INDICATORS		
NOVICE LOW	**NOVICE MID**	**NOVICE HIGH**
I can introduce myself using practiced or memorized words and phrases, with the help of gestures or visuals.	***I can*** present information about myself, my interests and my activities using a mixture of practiced or memorized words, phrases and simple sentences.	***I can*** present personal information about my life and activities, using simple sentences most of the time.

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

PERFORMANCE INDICATORS		
NOVICE LOW	**NOVICE MID**	**NOVICE HIGH**
I can express my likes and dislikes using practiced or memorized words and phrases, with the help of gestures or visuals.	***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.	***I can*** express my preferences on familiar and everyday topics of interest, using simple sentences most of the time.

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

PERFORMANCE INDICATORS		
NOVICE LOW	**NOVICE MID**	**NOVICE HIGH**
I can name very familiar people, places, and objects using practiced or memorized words and phrases, with the help of gestures or visuals.	***I can*** present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases and simple sentences.	***I can*** present on familiar and everyday topics, using simple sentences most of the time.

PRESENTATIONAL COMMUNICATION–**MODERN LANGUAGES**
PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

NOVICE

PROFICIENCY BENCHMARK

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.

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

PERFORMANCE INDICATORS

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can introduce myself using practiced or memorized words and phrases, with the help of gestures or visuals.	***I can*** present information about myself, my interests and my activities using a mixture of practiced or memorized words, phrases and simple sentences.	***I can*** present personal information about my life and activities, using simple sentences most of the time.

EXAMPLES: Speaking or Signing

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can … (customize with specific content).	***I can … (customize with specific content).***	***I can … (customize with specific content).***
I can say my name, age, and where I live to introduce myself.	***I can*** name my family members, their ages, their relationships to me, and what they like to do.	***I can*** identify whom I and people in other cultures consider to be part of the family, using a few simple details.
I can say my phone number, home address, and email address.	***I can*** state a few personality or physical characteristics of a hero of mine.	***I can*** describe where I work and what I do.
I can say some activities I do every day.	***I can*** identify parts of my house, my school or my place of work.	***I can*** tell a peer or colleague what I did this weekend.
I can tell the names of places I go on the weekend.	***I can*** name places in my community, town, city, state or country.	***I can*** give biographical information about others.
I can state my physical or personality traits.	***I can*** tell someone my activities and schedule for the day.	***I can*** give some simple reasons why I am late for an appointment.

EXAMPLES: Writing

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can … (customize with specific content).	***I can … (customize with specific content).***	***I can … (customize with specific content).***
I can write my name, age, and where I live on a simple form.	***I can*** caption a photo with my family members' names, ages, relationship to me, and what they like to do.	***I can*** identify whom I and people in other cultures consider to be part of the family, using a few simple details.
I can write my phone number, home address, and email address on a simple form.	***I can*** write about what I look like so that someone can recognize me.	***I can*** write a short note, text or email to my friend about upcoming plans.
I can write how I'm feeling in a short journal entry.	***I can*** write the physical or personality traits of a character in a book.	***I can*** write information about my daily life in a letter, blog, discussion board or email message.
I can write a list of what I need to pack for an upcoming trip.	***I can*** list my classes or work activities and tell what time they start and end.	***I can*** write about a field trip, and event or an activity that I participated in.

EXAMPLES: Writing

I can write a shopping list of what I need to buy.	***I can*** list my weekend activities and who does them with me.	***I can*** write the sequence of events from a story I've read or a video I've seen.

NOVICE

PROFICIENCY BENCHMARK

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.

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

PERFORMANCE INDICATORS

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can express my likes and dislikes using practiced or memorized words and phrases, with the help of gestures or visuals.	***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.	***I can*** express my preferences on familiar and everyday topics of interest, using simple sentences most of the time.

EXAMPLES: Speaking or Signing

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can … (customize with specific content).	***I can … (customize with specific content).***	***I can … (customize with specific content).***
I can list places I like to go to see art or listen to music.	***I can*** tell where I like to go to see art of listen to music.	***I can*** recommend places to experience a variety of art and music styles.
I can tell sports I like or don't like.	***I can*** say how much I like or don't like certain foods.	***I can*** tell about my favorite actor or author.
I can say names of my favorite animals based on pictures I see.	***I can*** state my favorite free-time activities and those I don't like.	***I can*** tell about others' likes and dislikes.
I can look at pictures on a menu and name foods based on my likes and dislikes.	***I can*** state which actor or author I like the best.	***I can*** present a brief description of a website I find useful.
I can state some activities which I enjoy.	***I can*** say which school subjects are my most and least favorite.	***I can*** give a few details about my favorite restaurant.

EXAMPLES: Writing

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can … (customize with specific content).	***I can … (customize with specific content).***	***I can … (customize with specific content).***
I can list places I like to go to see art or listen to music.	***I can*** write where I go to see art or listen to music.	***I can*** recommend places to experience a variety of art and music styles.
I can create a simple chart of a few things I like and dislike.	***I can*** write how much I like or don't like certain sports.	***I can*** write about others' likes and dislikes in order to form a team or work group.
I can label the things I like and don't like in a picture.	***I can*** create a bulleted list telling why a class is my favorite.	***I can*** create a slogan and short description for an advertisement.
I can write a list of desirable and undesirable characteristics of a friend.	***I can*** write a rank ordered list of my favorite and least favorite free-time activities.	***I can*** write a description of my favorite character from a story.
I can list my favorite free-time activities to create a survey for my peers.	***I can*** caption pictures of what I consider to be good and bad lunch options.	***I can*** make a simple poster to campaign for a person or event.

PRESENTATIONAL COMMUNICATION–**MODERN LANGUAGES**
PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

NOVICE

PROFICIENCY BENCHMARK

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.

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

PERFORMANCE INDICATORS

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can name very familiar people, places, and objects using practiced or memorized words and phrases, with the help of gestures or visuals.	***I can*** present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases and simple sentences.	***I can*** present on familiar and everyday topics, using simple sentences most of the time.

EXAMPLES: Speaking or Signing

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can … (customize with specific content).	***I can … (customize with specific content).***	***I can … (customize with specific content).***
I can name items I see every day.	***I can*** give some simple information about my classroom or school.	***I can*** identify some elements of a classroom, a school schedule or levels of schooling.
I can name some countries on a map when planning a trip.	***I can*** give some simple information about animals, foods or sports based on pictures or photos.	***I can*** present information on something I learned about in a class or at work.
I can name some famous landmarks and people.	***I can*** tell the location of a city relative to another city on a map.	***I can*** describe a simple process such as how to make something or the steps of a science experiment.
I can say numbers from 1-10.	***I can*** present simple information about my town or city.	***I can*** describe a simple routine such as getting lunch in a cafeteria or restaurant.
I can say the date and the day of the week.	***I can*** give some simple information about historical figures based on pictures or photos.	***I can*** give simple directions to a nearby location.

EXAMPLES: Writing

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can … (customize with specific content).	***I can … (customize with specific content).***	***I can … (customize with specific content).***
I can label familiar people, places, and objects in pictures and posters.	***I can*** write some simple information about my classroom or school.	***I can*** identify in writing some elements of a classroom, a school schedule, or levels of schooling.
I can fill out a simple form with my name, address, phone number, birth date, and nationality.	***I can*** write some simple details about animals, foods, historical figures, or sports based on pictures or photos.	***I can*** write a simple process such as how to solve a math problem.
I can copy a simple phrase like “Happy Birthday,” “Happy Holidays,” etc.	***I can*** list my daily activities.	***I can*** write simple captions for pictures or photos.
I can write the names of places on a map.	***I can*** write a to-do list.	***I can*** write simple directions to a nearby location.
I can list items I see every day.	***I can*** fill out a simple schedule.	

		I can write an email requesting more information about something I found online such as a local event or student organization.

INTERCULTURAL COMMUNICATION–**MODERN LANGUAGES**
PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

NOVICE

INVESTIGATE
Investigate Products And Practices To Understand Cultural Perspectives

PROFICIENCY BENCHMARK

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

PRODUCTS	***PRACTICES***
PERFORMANCE INDICATOR	PERFORMANCE INDICATOR
In my own and other cultures ***I can*** identify some typical products related to familiar everyday life.	In my own and other cultures ***I can*** identify some typical practices related to familiar everyday life.

INTERACT
Interact With Others In And From Another Culture

PROFICIENCY BENCHMARK

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

LANGUAGE	***BEHAVIOR***
PERFORMANCE INDICATOR	PERFORMANCE INDICATOR
I can communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness.	***I can*** use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.

EXAMPLES: Linking Investigation and Interaction
I can … (customize with specific content).

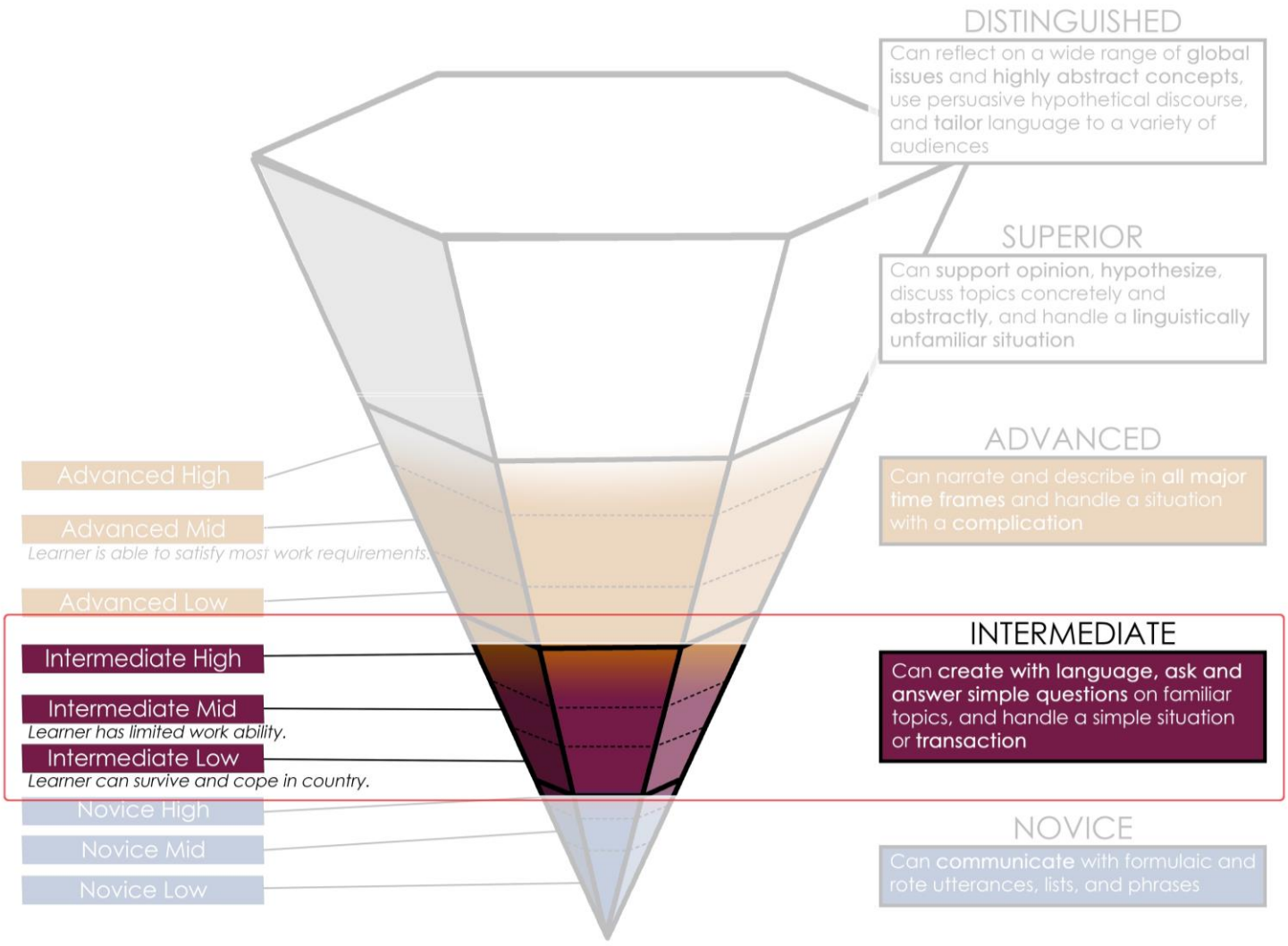
INVESTIGATE	In my own and other cultures ***I can*** identify locations to buy something and how culture affects where people shop.
INTERACT	***I can*** use rehearsed behaviors when shopping in a familiar type of store.
INVESTIGATE	In my own and other cultures ***I can*** identify familiar landmarks and monuments and what they represent to people.
INTERACT	***I can*** act appropriately when purchasing an entrance ticket to a landmark or historical site.
INVESTIGATE	In my own and other cultures ***I can*** identify some elements of a classroom, a school schedule, or levels of schooling and how they reflect the culture.
INTERACT	***I can*** answer simple questions about my study abroad plans.
INVESTIGATE	In my own and other cultures ***I can*** interpret simple schedules and consider how people think about time.
INTERACT	***I can*** schedule a call or video conference with a peer in the target culture with awareness of time differences and the other's schedules.
INVESTIGATE	In my own and other cultures ***I can*** identify some artists and musicians, their styles and contributions.
INTERACT	***I can*** recommend sites to experience a variety of local art and music styles

EXAMPLES: Linking Investigation and Interaction
I can … (customize with specific content).

INVESTIGATE	In my own and other cultures ***I can*** identify geographical forms and how they affect a country's natural resources.
INTERACT	***I can*** work with a peer in another culture to create a digital presentation on each country's natural resources.
INVESTIGATE	In my own and other cultures ***I can*** identify examples of entertainment, social media and literature and peoples' attitudes toward them.
INTERACT	***I can*** use some Internet slang abbreviations to communicate a short message through social media.
INVESTIGATE	In my own and other cultures ***I can*** identify some products that reveal a stereotype or exaggerated view of a culture.
INTERACT	***I can*** work with a peer in the target culture to create posters exposing stereotyped images of each others' countries.
INVESTIGATE	In my own and other cultures ***I can*** identify some traditional products and show how and why they are globalized such as fast food, jeans, or social media.
INTERACT	***I can*** share with peers in another culture restaurants and foods that might be familiar to them.
INVESTIGATE	In my own and other cultures ***I can*** identify social practices such as greetings, introductions, leave-taking and thanking people.
INTERACT	***I can*** greet and take leave from someone using polite rehearsed behaviors.
INVESTIGATE	In my own and other cultures ***I can*** identify whom people consider to be part of their family.
INTERACT	***I can*** appropriately address members of a family who represent different generations and genders.
INVESTIGATE	In my own and other cultures ***I can*** identify how people count and measure.
INTERACT	***I can*** work with a target language peer and use math skills to compare the area of our living spaces.
INVESTIGATE	In my own and other cultures ***I can*** identify how, what and why people eat what they do.
INTERACT	***I can*** act appropriately when obtaining food in familiar situations, such as grocery shopping or eating in a restaurant.
INVESTIGATE	In my own and other cultures ***I can*** identify how people use their free time and why.
INTERACT	***I can*** participate in a sport with peers of the target culture by observing and imitating them.
INVESTIGATE	In my own and other cultures ***I can*** identify how people celebrate local and national holidays or festivals.
INTERACT	***I can*** observe and imitate appropriate behaviors at a holiday or festival celebration.
INVESTIGATE	In my own and other cultures ***I can*** identify how people travel from one place to another, such as driving, taking the train or riding a bike, and why they choose to travel this way
INTERACT	***I can*** access simple information about transportation options based on my location.
INVESTIGATE	In my own and other cultures ***I can*** identify how culture is reflected in currencies.
INTERACT	***I can*** use rehearsed behaviors when purchasing items in a familiar setting.
INVESTIGATE	In my own and other cultures ***I can*** identify some traditional practices and tell how and why they are globalized, such as the way people dress, length of school/workday or meal times.
INTERACT	***I can*** select clothing that fits in with what others are wearing.

Back to Contents

INTERMEDIATE Can-Do Statements for Modern Languages



Intermediate

PROFICIENCY BENCHMARK
I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.

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

PERFORMANCE INDICATORS		
INTERMEDIATE LOW	**INTERMEDIATE MID**	**INTERMEDIATE HIGH**
I can identify the topic and related information from simple sentences in short informational texts.	***I can*** understand the main idea and key information in short straightforward informational texts.	***I can*** usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph-length informational texts.

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

PERFORMANCE INDICATORS		
INTERMEDIATE LOW	**INTERMEDIATE MID**	**INTERMEDIATE HIGH**
I can identify the topic and related information from simple sentences in short fictional texts.	***I can*** understand the main idea and key information in short straightforward fictional texts.	***I can*** usually follow the main story and actions expressed in various time frames in paragraph-length fictional texts.

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

PERFORMANCE INDICATORS		
INTERMEDIATE LOW	**INTERMEDIATE MID**	**INTERMEDIATE HIGH**
I can identify the main idea in short conversations.	***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.

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 knowledge; and
c) the ability 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.

Intermediate

PROFICIENCY BENCHMARK

I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.

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

PERFORMANCE INDICATORS

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
I can identify the topic and related information from simple sentences in short informational texts.	***I can*** understand the main idea and key information in short straightforward informational texts.	***I can*** usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph-length informational texts.

EXAMPLES: Written

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
I can … (customize with specific content).	***I can … (customize with specific content).***	***I can … (customize with specific content).***
I can understand some information on job postings.	***I can*** understand the basic requirements for a career as described on a brochure.	***I can*** understand information provided in a travel guide about an historical site.
I can understand a text message from a friend about an assignment.	***I can*** understand the personal messages exchanged in an online forum.	***I can*** understand website descriptions of a Peace Corps. volunteer's daily life.
I can understand recipe recommendations on a food package.	***I can*** understand what is asked for on a simple questionnaire in a popular magazine.	***I can*** follow directions to do a science experiment.
I can understand a message on social media post.	***I can*** understand product information in an ad.	***I can*** understand the basic instructions for playing a video game.
I can understand the scheduled events of a day at summer camp.	***I can*** understand essential information in a feature story in a magazine.	***I can*** understand the main points of a blogger's posts and responses.

EXAMPLES: Spoken, Viewed, or Signed

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
I can … (customize with specific content).	***I can … (customize with specific content).***	***I can … (customize with specific content).***
I can follow simple cooking directions from a YouTube video.	***I can*** understand a speaker's description of how his/her family celebrates a holiday.	***I can*** understand the recorded descriptions of avatars in a new video game.
I can understand a voicemail reminding me of the details of an appointment.	***I can*** identify the order of key events from a simple story read aloud.	***I can*** understand the directions of a GPS to a familiar location.
I can understand an announcement about a lost child in a store.	***I can*** understand a simple everyday action movie scene.	***I can*** understand some points of a lecture on a common environmental issue.
I can understand simple questions about a science process.	***I can*** understand some basic facts reported by a witness regarding an accident.	***I can*** follow the major events of a traveler's experience narrated in a radio report.
I can understand a broadcaster's questions to participants in a political demonstration.	***I can*** understand live or recorded introductions and descriptions by students from a partner school.	***I can*** follow the master of ceremonies' congratulations and simple general comments at a special event.

Intermediate

PROFICIENCY BENCHMARK

I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.

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

PERFORMANCE INDICATORS

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
I can identify the topic and related information from simple sentences in short fictional texts.	***I can*** understand the main idea and key information in short straightforward fictional texts.	***I can*** usually follow the main story and actions expressed in various time frames in paragraph-length fictional texts.

EXAMPLES: Written

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
I can … (customize with specific content).	***I can … (customize with specific content).***	***I can … (customize with specific content).***
I can identify some specific, predictable actions in an excerpt from a graphic novel.	***I can*** identify the beginning, middle, and end of a short story.	***I can*** identify the sequence of events in a story.
I can identify some major events in a children's storybook.	***I can*** identify the main conflict in a play.	***I can*** identify the main emotion described in the lyrics of a song.
I can understand a few lines in a song.	***I can*** understand where a scene takes place based on its description.	***I can*** follow the main plot of a detective story.
I can select a book that matches my interests from an online description.	***I can*** identify the main idea of a simple poem.	***I can*** understand the characteristics of heroes in a folk legend.
I can identify the pattern of rhymes in a nursery rhyme.	***I can*** understand the refrain of a simple song.	***I can*** understand most of what is said in a conversation among characters in a familiar play.

EXAMPLES: Spoken, Viewed, or Signed

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
I can … (customize with specific content).	***I can … (customize with specific content).***	***I can … (customize with specific content).***
I can identify some specific, predictable actions from a segment of an audio book.	***I can*** identify the beginning, middle, and end of an audio short story.	***I can*** identify the sequence of events in a story.
I can identify some major events in a recorded children's story.	***I can*** identify the main conflict in a live performance of a play.	***I can*** identify the main emotion described in the lyrics of a song.
I can understand a few lines in a song.	***I can*** understand the motives of the antagonist in a thriller.	***I can*** follow the main plot of a musical production.
I can select a book that matches my interests based on an online radio streamed book review.	***I can*** identify the main idea of a simple poem at a poetry slam.	***I can*** understand the characteristics of heroes described in an oral urban legend.
I can identify the pattern of rhymes in a nursery rhyme.	***I can*** understand the meaning of the refrain of a simple song.	***I can*** understand most of what is said in a conversation among characters in a familiar play.

Intermediate

PROFICIENCY BENCHMARK

I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.

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

PERFORMANCE INDICATORS

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
I can identify the main idea in short conversations.	***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.

EXAMPLES: Written

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
I can … (customize with specific content). ***I can*** understand the place, time, and purpose of a meeting discussed in online personal messages. ***I can*** follow text messages among friends about what to wear for an occasion. ***I can*** understand blog responses to questions about recommendations for a restaurant. ***I can*** understand the purpose of personal messages on an e-card greeting. ***I can*** understand someone's comments about a concert in a chatroom.	***I can … (customize with specific content).*** ***I can*** understand basic questions or statements exchanged during a video conference. ***I can*** understand questions about free-time activities posted by students on a partner school's Wiki. ***I can*** understand a virtual conversation to plan a collaborative project. ***I can*** understand a virtual chat between a customer service representative and a customer. ***I can*** understand survey responses to open-ended questions about what one looks for in a friend. ***I can*** understand a text conversation among teammates about a sporting event.	***I can … (customize with specific content).*** ***I can*** understand an interview between a celebrity and a teen reporter in a publication. ***I can*** understand a text conversation between two friends discussing what they did last weekend. ***I can*** understand the main points of an argument between people in a blog posting. ***I can*** understand a written apology where someone explains why he couldn't attend a party. ***I can*** understand peer feedback on an end-of course project. ***I can*** understand most of what is said in a dialogue among characters in a scene from a play.

EXAMPLES: Spoken, Viewed, or Signed

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
I can … (customize with specific content). ***I can*** understand the place, time, and purpose that someone mentions in an invitation. ***I can*** follow a conversation friends have about what they are wearing for an occasion.	***I can … (customize with specific content).*** ***I can*** understand basic questions or statements during a video conference with peers. ***I can*** understand conversations by students in a partner school during a Skype call.	***I can … (customize with specific content).*** ***I can*** understand an interview between a student reporter and foreign visitors about activities they have done and are planning to do while in town. ***I can*** understand broadcasters discussing severe weather warnings.

EXAMPLES: Spoken, Viewed, or Signed

I can understand diners discussing what to order at a restaurant. ***I can*** understand the purpose of a message of a recorded e-card greeting. ***I can*** understand someone's comments about a friend's date.	***I can*** understand a conversation by peers talking about a local event. ***I can*** understand a conversation in which speakers are making a decision for a collaborative project. ***I can*** understand a conversation about the cost and availability of an item between a customer and a salesperson.	***I can*** understand a conversation two friends discussing last weekend's activities. ***I can*** understand simple questions posed in an interview of a celebrity. ***I can*** understand the main points of an argument between people in a public place.

INTERPERSONAL COMMUNICATION–**MODERN LANGUAGES**
PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

Intermediate

PROFICIENCY BENCHMARK
I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.

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

PERFORMANCE INDICATORS		
INTERMEDIATE LOW	**INTERMEDIATE MID**	**INTERMEDIATE HIGH**
I can request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions.	***I can*** exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions.	***I can*** exchange information in conversations and some discussions on a variety of familiar and some concrete topics that I have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.

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

PERFORMANCE INDICATORS		
INTERMEDIATE LOW	**INTERMEDIATE MID**	**INTERMEDIATE HIGH**
I can interact with others to meet my basic needs in familiar situations by creating simple sentences and asking appropriate follow-up questions.	***I can*** interact with others to meet my needs in a variety of familiar situations, creating sentences and series of sentences and asking a variety of follow-up questions.	***I can*** interact with others to meet my needs in a variety of situations, sometimes involving a complication, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.

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

PERFORMANCE INDICATORS		
INTERMEDIATE LOW	**INTERMEDIATE MID**	**INTERMEDIATE HIGH**
I can express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions.	***I can*** exchange preferences, feelings, or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and asking a variety of follow-up questions.	***I can*** explain preferences, opinions, and emotions and provide advice on a variety of familiar and some concrete topics that I have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.

INTERPERSONAL COMMUNICATION–**MODERN LANGUAGES**
PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

Intermediate

PROFICIENCY BENCHMARK

I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.

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

PERFORMANCE INDICATORS

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
I can request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions.	***I can*** exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions.	***I can*** exchange information in conversations and some discussions on a variety of familiar and some concrete topics that I have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.

EXAMPLES: Speaking/Listening or Signing

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
I can … (customize with specific content). ***I can*** exchange information to decide which type of transportation is best to utilize. ***I can*** exchange information about the types of music and movies people prefer. ***I can*** participate in a conversation to compare classes and sports with peers at a partner school. ***I can*** participate in a conversation with my partner about building a model for a project. ***I can*** exchange information to plan a picnic with a group of friends.	***I can… (customize with specific content).*** ***I can*** exchange information to create a poster to promote recycling and the benefits of it. ***I can*** participate in a conversation with someone about ways to save energy. ***I can*** exchange information to perform the stages of a science experiment. ***I can*** participate in a conversation with a partner to identify the information we need to plan a trip. ***I can*** participate in a conversation to learn about a service learning project.	***I can… (customize with specific content).*** ***I can*** participate in a conversation to support or reject a proposed school policy. ***I can*** exchange ideas on different options after graduation. ***I can*** compare reactions with a peer about a recent lecture. ***I can*** discuss information about career pathways. ***I can*** participate in conversations to compare and contrast community service or volunteer opportunities with someone from a different country.

EXAMPLES: Writing/Reading

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
I can … (customize with specific content). ***I can*** exchange texts with a friend to provide directions to get to my house. ***I can*** exchange e-mail with a tour operator to find out more details about my visit.	***I can… (customize with specific content).*** ***I can*** exchange information in a chat room about how I celebrate my national holiday. ***I can*** compare and contrast different mapping apps with people in a chat room. ***I can*** respond to other people's posts about ways to stay healthy.	***I can… (customize with specific content).*** ***I can*** participate in a chat to discuss the importance of learning another language. ***I can*** communicate online with peers in another culture to support a service learning project.

EXAMPLES: Writing/Reading

I can exchange text messages with my friend to suggest an activity for this weekend. ***I can*** post my reaction to my friend's tweet about a concert he attended. ***I can*** exchange texts with someone to get advice about what to buy a mutual friend for a birthday present.	***I can*** exchange blog posts about raising money for a cause. ***I can*** collaborate online with my partner to identify ways to conserve water.	***I can*** exchange blog posts about environmental issues. ***I can*** exchange e-mail with my ePal to share pros and cons of each dorm building on my campus. ***I can*** exchange ideas for a collaborative project in an online news group.

INTERPERSONAL COMMUNICATION–**MODERN LANGUAGES**
PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

Intermediate

PROFICIENCY BENCHMARK

I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.

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

PERFORMANCE INDICATORS

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
I can interact with others to meet my basic needs in familiar situations by creating simple sentences and asking appropriate follow-up questions.	***I can*** interact with others to meet my needs in a variety of familiar situations, creating sentences and series of sentences and asking a variety of follow-up questions.	***I can*** interact with others to meet my needs in a variety of situations, sometimes involving a complication, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.

EXAMPLES: Speaking/Listening or Signing

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
I can … (customize with specific content).	***I can … (customize with specific content).***	***I can … (customize with specific content).***
I can interact to arrange a meeting.	***I can*** interact with the pharmacist to get the proper medicine.	***I can*** talk with an airline representative to make the necessary changes to an already-ticketed flight.
I can make a hotel reservation by phone.	***I can*** interact to request a repair service for a broken appliance.	***I can*** interact to schedule a make-up exam.
I can interact with the waiter to order a meal at a restaurant.	***I can*** interact to schedule an appointment in a hair salon and say what I need.	***I can*** negotiate the exchange of an item I have purchased in a store for another style.
I can interact to ask for clarification by asking specific questions.	***I can*** interact to inquire about membership to a fitness club.	***I can*** interact with the police officer to explain why I was speeding.
I can interact with others to ask for restaurant recommendations.	***I can*** interact with my friends to plan an ideal date.	***I can*** interact with my ePal to come up with various options for a class outing depending on what the weather might be.

EXAMPLES: Writing/Reading

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
I can … (customize with specific content).	***I can … (customize with specific content).***	***I can … (customize with specific content).***
I can interact online to get help related to an assignment.	***I can*** interact online with peers in another culture to finalize plans for hosting them in my community.	***I can*** interact with an advisor in another culture online to select courses that match my academic goals.
I can interact with a study abroad advisor online to select the type of housing that best fits my needs.	***I can*** exchange comments related to my edits on a friend's draft composition.	***I can*** exchange details about my preferences for the ceremony and reception to my destination wedding planner.
I can exchange messages to ask for a substitution for an online food order.		

EXAMPLES: Writing/Reading

I can interact online with a hotel agent to inquire about their pet policy. ***I can*** interact with potential buyers to answer questions about the item I am selling on eBay.	***I can*** exchange messages with my host family to learn about each other's daily routines, chores and house rules. ***I can*** exchange messages with my teacher to request an extension due to an unforeseen personal matter. ***I can*** exchange messages with a travel agent to switch my flight date and destination.	***I can*** chat online with a customer service representative to resolve an incorrect bill. ***I can*** exchange messages with the hotel receptionist to cancel my reservation and request to forgo the cancellation fee. ***I can*** respond to a series of inquiries from a potential employer as part of my application for a job.

INTERPERSONAL COMMUNICATION–**MODERN LANGUAGES**
PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

Intermediate

PROFICIENCY BENCHMARK
I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.

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

PERFORMANCE INDICATORS		
INTERMEDIATE LOW	**INTERMEDIATE MID**	**INTERMEDIATE HIGH**
I can express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions.	***I can*** exchange preferences, feelings, or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and asking a variety of follow-up questions.	***I can*** explain preferences, opinions, and emotions and provide advice on a variety of familiar and some concrete topics that I have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.

EXAMPLES: Speaking/Listening or Signing

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
I can … (customize with specific content). ***I can*** interact to plan a hiking trip with friends asking each one what they would like to do. ***I can*** have a conversation with others to determine how we should plan to spend our spring break. ***I can*** interact to share ideas with others about how to celebrate a friend's birthday. ***I can*** interact with my partner to identify points of agreement on the reasons for our science experiment results. ***I can*** interact to share ideas about where I would prefer to live and why.	***I can … (customize with specific content).*** ***I can*** exchange opinions related to dating practices in other countries and provide reasons. ***I can*** exchange opinions on organic vs. non-organic food. ***I can*** exchange opinions about movies based on books and express whether the book or the movie is better. ***I can*** exchange ideas about sports in schools in the US vs. other countries. ***I can*** exchange opinions about the length of the school day or work week.	***I can … (customize with specific content).*** ***I can*** exchange opinions on a school policy and give reasons for why it should be changed. ***I can*** exchange opinions about the use of personal devices at school. ***I can*** outline positive and negative environmental practices in a conversation with city council representatives. ***I can*** exchange advice on how to be a successful learner. ***I can*** exchange opinions about the ways we use social media in our personal and school or work lives.

EXAMPLES: Writing/Reading

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
I can … (customize with specific content). ***I can*** exchange text messages sharing reactions to something happening in my community. ***I can*** exchange descriptions with my ePal to agree on the best places to hike in the US.	***I can … (customize with specific content).*** ***I can*** participate in an online discussion in which people react to opportunities for part-time jobs. ***I can*** participate in an online discussion about what kind of diet is best.	***I can … (customize with specific content).*** ***I can*** justify opinions about current trends in music in an online conversation. ***I can*** participate in an online exchange to share my preferences in designer and ready-to-wear fashion in a consumer survey.

EXAMPLES: Writing/Reading

I can exchange online messages to trade opinions in reaction to an article about the best places to visit in my region. ***I can*** chat with my ePal to discuss Americans' typical vacations. ***I can*** exchange advice with another online player on winning moves in a video game.	***I can*** exchange opinions on a discussion board about which nominee deserves an award and why. ***I can*** post a positive book review in response to a negative one. ***I can*** participate in a fitness forum about staying fit without joining a gym.	***I can*** exchange opinions about a product on a company's website and say why or why not to buy it. ***I can*** exchange posts that provide specific and detailed advice on a peer's draft for an article. ***I can*** add my advice about dating "do's and don'ts" onto an online blog.

PRESENTATIONAL COMMUNICATION–**MODERN LANGUAGES**
PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

Intermediate

PROFICIENCY BENCHMARK
I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.

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

PERFORMANCE INDICATORS		
INTERMEDIATE LOW	**INTERMEDIATE MID**	**INTERMEDIATE HIGH**
I can present personal information about my life, activities and events, using simple sentences.	***I can*** tell a story about my life, activities, events and other social experiences, using sentences and series of connected sentences.	***I can*** tell stories about school and community events and personal experiences, using a few short paragraphs, often across various time frames.

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

PERFORMANCE INDICATORS		
INTERMEDIATE LOW	**INTERMEDIATE MID**	**INTERMEDIATE HIGH**
I can express my preferences on familiar and everyday topics of interest and explain why I feel that way, using simple sentences.	***I can*** state my viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences.	***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.

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

PERFORMANCE INDICATORS		
INTERMEDIATE LOW	**INTERMEDIATE MID**	**INTERMEDIATE HIGH**
I can present on familiar and everyday topics, using simple sentences.	***I can*** give straightforward presentations on a variety of familiar topics and some concrete topics I have researched, using sentences and series of connected sentences.	***I can*** give detailed presentations on a variety of familiar topics and some concrete topics I have researched, using a few short paragraphs, often across various time frames.

PRESENTATIONAL COMMUNICATION–**MODERN LANGUAGES**
PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

Intermediate

PROFICIENCY BENCHMARK
I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.

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

PERFORMANCE INDICATORS		
INTERMEDIATE LOW	**INTERMEDIATE MID**	**INTERMEDIATE HIGH**
I can present personal information about my life, activities and events, using simple sentences.	***I can*** tell a story about my life, activities, events and other social experiences, using sentences and series of connected sentences.	***I can*** tell stories about school and community events and personal experiences, using a few short paragraphs, often across various time frames.

EXAMPLES: Speaking or Signing

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
I can … (customize with specific content).	***I can … (customize with specific content).***	***I can … (customize with specific content).***
I can make simple comparisons of a variety of people, including friends and family members.	***I can*** describe my plans for an upcoming family or social event.	***I can*** present a comparison between the roles of family members in my own and other cultures.
I can describe what I want or need to do on a particular day.	***I can*** talk about an experience related to my hobbies or activities.	***I can*** tell what happened at a social event that I attended.
I can describe what I plan to do next in my school or work life.	***I can*** tell a simple story about a recent project I did.	***I can*** give a short speech about goals for the future of my club or organization.
I can retell a story that I've read or heard.	***I can*** tell a simple story about a childhood memory or a recent family trip or event.	***I can*** present an outline of my predictions about consequences of an environmental practice.
I can tell the steps of an experiment I conducted.	***I can*** describe plans for an upcoming work experience.	***I can*** present my hypothesis about what will happen in a science experiment and provide supporting information.

EXAMPLES: Writing

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
I can … (customize with specific content).	***I can … (customize with specific content).***	***I can … (customize with specific content).***
I can write a description of the physical appearance and personality of a friend or family member.	***I can*** write my plans for an upcoming family or social event.	***I can*** write a comparison of the roles of family members, in my own and other cultures.
I can write about my role in a simple school or work routine.	***I can*** write about common events and daily routines at school or in my place of work.	***I can*** write a series of steps needed to complete a task, such as for an experiment, community event, or fundraiser.
I can write my plans for an upcoming holiday, vacation, or a typical celebration.	***I can*** write about an experience related to my lifestyle or interests for a discussion board posting.	***I can*** write a description of an event that I participated in or witnessed for a newsletter.

EXAMPLES: Writing

I can write about events that took place at school, in a workplace, or in a place I have visited. ***I can*** write about a simple project I completed at school or at work.	***I can*** write a simple story about a recent trip, project or childhood memory. ***I can*** write about personal, academic, or professional goals for a college or job application.	***I can*** write a series of simple predictions about consequences of a particular action or practice for a community or school blog. ***I can*** write a hypothesis about what will happen in a science experiment and provide supporting information.

PRESENTATIONAL COMMUNICATION–**MODERN LANGUAGES**
PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

Intermediate

PROFICIENCY BENCHMARK

I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.

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

PERFORMANCE INDICATORS

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
I can express my preferences on familiar and everyday topics of interest and explain why I feel that way, using simple sentences.	***I can*** state my viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences.	***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.

EXAMPLES: Speaking or Signing

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
I can … (customize with specific content). ***I can*** give a series of reasons why an art or music style is appealing to me. ***I can*** give a presentation recommending something I like, such as a movie, television show, famous athlete, celebrity or historical figure. ***I can*** give a series of reasons why a book I've read was appealing to me. ***I can*** create and present a simple advertisement for a product or service. ***I can*** present a series of statements supporting my hypothesis about a science concept.	***I can … (customize with specific content).*** ***I can*** present a review of an artwork or song and give specific reasons to support my point of view. ***I can*** give a presentation about a famous person or historical figure and give basic points about the merits of their contributions. ***I can*** present basic points and support my position on common issues such as allowances for children, curfews for teenagers or budget-related topics. ***I can*** present information and support my point of view on rules or policies such as phone use, dress code or requirements for driving. ***I can*** present the basic facts related to a current event and give specific reasons to support my opinion of the event, using evidence I have researched.	***I can … (customize with specific content).*** ***I can*** give a presentation about similarities and differences between art and music festivals. ***I can*** present my reactions to a current event and explain what led to the event being in the news. ***I can*** present and justify my point of view on current event topics such as recycling, energy conservation, or extreme weather events. ***I can*** create and present a public service announcement describing a problem and advocating for change. ***I can*** make a persuasive presentation to explain why others should revisit a store or restaurant that is under new ownership.

EXAMPLES: Writing

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
I can … (customize with specific content). ***I can*** write a series of reasons why an art or music style is appealing to me. ***I can*** write to explain why others should read a book I enjoyed, citing specific reasons.	***I can … (customize with specific content).*** ***I can*** write a simple review of an artwork or song and give specific reasons to support my point of view.	***I can … (customize with specific content).*** ***I can*** write about similarities and differences between art and music festivals in my own and other cultures.

EXAMPLES: Writing

I can write a recommendation of a website and give reasons why others might find it useful. ***I can*** provide a simple description of a field trip or work experience in an effort to persuade others to participate in the future. ***I can*** create a simple written or graphic advertisement to encourage someone to purchase a product or service.	***I can*** write a short autobiographical statement for a competitive application for a study abroad program or job. ***I can*** write a simple review of a movie, book, play or exhibit. ***I can*** share my point of view about a cause I'm interested in and reasons to support it on a blog or a discussion forum. ***I can*** write a short opinion statement about a current event I have learned about or researched.	***I can*** write a summary of a social media story and share my and other's opinions about it. ***I can*** write a brief statement outlining the key points of my opinion on topics in my community such as water use, building a school, or the town budget. ***I can*** create an infographic describing the benefits of joining an organization. ***I can*** write advice to younger learners about why to learn an additional language.

PRESENTATIONAL COMMUNICATION–**MODERN LANGUAGES**
PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

Intermediate

PROFICIENCY BENCHMARK
I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.

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

PERFORMANCE INDICATORS		
INTERMEDIATE LOW	**INTERMEDIATE MID**	**INTERMEDIATE HIGH**
I can present on familiar and everyday topics, using simple sentences.	***I can*** give straightforward presentations on a variety of familiar topics and some concrete topics I have researched, using sentences and series of connected sentences.	***I can*** give detailed presentations on a variety of familiar topics and some concrete topics I have researched, using a few short paragraphs, often across various time frames.

EXAMPLES: Speaking or Signing

INTERMEDIATE LOW	**INTERMEDIATE MID**	**INTERMEDIATE HIGH**
I can … (customize with specific content). ***I can*** describe a school or workplace. ***I can*** present a brief summary of something from a book I've read. ***I can*** state multi-step instructions for completing a process, such as preparing a recipe. ***I can*** briefly summarize or retell a story. ***I can*** give a description of a place I have visited or want to visit.	***I can … (customize with specific content).*** ***I can*** create an online video about my school or workplace. ***I can*** present a brief outline of a current or past event. ***I can*** present about a topic from an academic subject, such as science, math, art, etc. ***I can*** describe how to plan and carry out an event in the target culture, such as a party or celebration. ***I can*** give a brief history of a famous person, landmark , or cultural event.	***I can … (customize with specific content).*** ***I can*** compare school or learning environments and curricula to determine what is valued in my own and other cultures. ***I can*** explain the series of steps taken to complete a task or experiment and describe the results. ***I can*** leave a voicemail for someone who was absent explaining what took place in class or on the job. ***I can*** present my qualifications and goals for an academic program, training, or job. ***I can*** make a presentation about the history and current status of a school, organization or company.

EXAMPLES: Writing

INTERMEDIATE LOW	**INTERMEDIATE MID**	**INTERMEDIATE HIGH**
I can … (customize with specific content). ***I can*** develop a simple survey for my peers, about my school or another topic. ***I can*** write basic instructions on how to make or do something. ***I can*** write questions to obtain additional information about something I read online.	***I can … (customize with specific content).*** ***I can*** write an announcement for the school newspaper or a work newsletter. ***I can*** write a short report about a topic I have learned about or researched on the job or in school.	***I can … (customize with specific content).*** ***I can*** write a comparison of school or learning environments and curricula to determine what is valued in my own and other cultures. ***I can*** compose communications for public distribution about the status of an ongoing event.

EXAMPLES: Writing

I can write an outline or draft of a presentation that I plan to present orally. ***I can*** write a simple profile of a famous athlete, celebrity, or historical figure.	***I can*** write an email or memo to explain or clarify something that has happened or will happen. ***I can*** compose a simple letter, response, or article for a publication. ***I can*** write the minutes or a debrief of a club or other meeting.	***I can*** summarize in an email what has been happening in the community for someone who is new or has been away. ***I can*** summarize in writing a conversation or interview that I had with someone. ***I can*** write a brief report about a topic I have learned or researched such as the importance of environmentally friendly practices.

INTERCULTURAL COMMUNICATION–**MODERN LANGUAGES**
PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

INTERMEDIATE

INVESTIGATE
Investigate Products And Practices To Understand Cultural Perspectives

PROFICIENCY BENCHMARK

In my own and other cultures ***I can*** make comparisons between products and practices to help me understand perspectives.

PRODUCTS	***PRACTICES***
PERFORMANCE INDICATOR	PERFORMANCE INDICATOR
In my own and other cultures ***I can*** compare products related to everyday life and personal interests or studies.	In my own and other cultures ***I can*** compare practices related to everyday life and personal interests or studies.

INTERACT
Interact With Others In And From Another Culture

PROFICIENCY BENCHMARK

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

LANGUAGE	***BEHAVIOR***
PERFORMANCE INDICATOR	PERFORMANCE INDICATOR
I can converse with peers from the target culture in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences.	***I can*** recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders.

EXAMPLES: Linking Investigation and Interaction
I can … (customize with specific content).

INVESTIGATE	In my own and other cultures ***I can*** compare how and why houses, buildings, and towns affect lifestyles.
INTERACT	***I can*** use learned behaviors when visiting someone's home or business and notice when I make a cultural mistake.
INVESTIGATE	In my own and other cultures ***I can*** compare events and beliefs that drive the creation of a monument or the popularity of a landmark.
INTERACT	***I can*** show respect when visiting an historical site by dressing appropriately, adjusting the volume of my voice, and acting with consideration for others.
INVESTIGATE	In my own and other cultures ***I can*** compare school/learning environments and curricula to determine what is valued.
INTERACT	***I can*** meet with an advisor in the target culture to select courses that match my preferences and academic goals.
INVESTIGATE	In my own and other cultures ***I can*** compare how people express time and think about it in similar and different ways.
INTERACT	***I can*** consider socially appropriate times and punctuality when inviting someone to go out informally.
INVESTIGATE	In my own and other cultures ***I can*** compare how traditions and events influence music and art.

EXAMPLES: Linking Investigation and Interaction
I can … (customize with specific content).

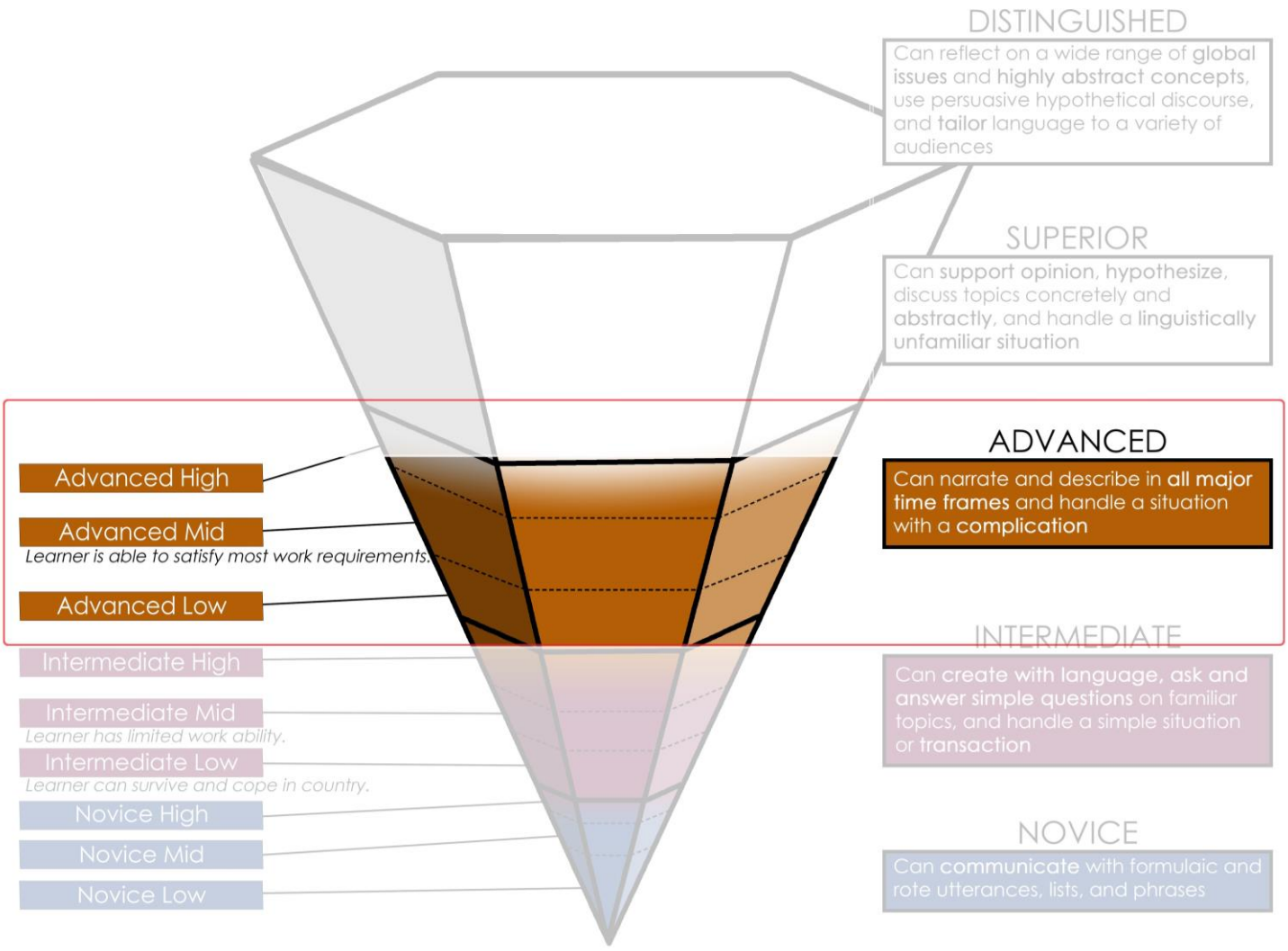
INTERACT	***I can*** talk about similarities and differences between art and music festivals with a peer from another culture.
INVESTIGATE	In my own and other cultures ***I can*** compare efforts people take to protect the environment
INTERACT	***I can*** work with peers in another culture to address a local environmental issue, such as creating a recycling or composting program.
INVESTIGATE	In my own and other cultures ***I can*** tell why people think differently about entertainment, social media and literature.
INTERACT	***I can*** compare video game preferences with a peer in the target culture.
INVESTIGATE	In my own and other cultures ***I can*** compare and contrast how people label nationalities and why they do so.
INTERACT	***I can*** work with a partner class in the target culture to survey everyone's views toward yet another culture and identify common stereotypes.
INVESTIGATE	In my own and other cultures ***I can*** identify and compare the values that promote globalized products, such as efficiency and comfort
INTERACT	***I can*** exchange information with a peer in another culture about their preferred technology for communicating.
INVESTIGATE	In my own and other cultures ***I can*** compare how attitudes toward informality and formality in relationships affect behavior and language.
INTERACT	***I can*** use appropriate greeting and leave taking gestures and behaviors in familiar informal and formal situations.
INVESTIGATE	In my own and other cultures ***I can*** compare the roles of family members.
INTERACT	***I can*** respond in an appropriate informal and formal manner in familiar family situations.
INVESTIGATE	In my own and other cultures ***I can*** identify differences in math operations and consider the possible cultural influences.
INTERACT	***I can*** work with a newcomer ELL and compare how we perform a particular math operation.
INVESTIGATE	In my own and other cultures ***I can*** compare how food is organized on a nation's food plate/pyramid, based on factors such as geography, economy, or attitudes toward health.
INTERACT	***I can*** demonstrate culturally appropriate behaviors as I discuss and try unfamiliar food and drink.
INVESTIGATE	In my own and other cultures ***I can*** compare how and why the options for sports and leisure activities vary depending on cultural attitudes.
INTERACT	***I can*** follow the rules and etiquette when playing a sport with peers from the target culture.
INVESTIGATE	In my own and other cultures ***I can*** identify and compare the values expressed by the ways people celebrate holidays or festivals.
INTERACT	***I can*** adjust the way I dress to make it appropriate for a celebration or event
INVESTIGATE	In my own and other cultures ***I can*** compare how the various options for travel are determined by geography, economics, and ecology.
INTERACT	***I can*** choose an appropriate means of transportation based on my location, needs, and local options.
INVESTIGATE	In my own and other cultures ***I can*** compare how buying and selling products and services reflects local and community customs.
INTERACT	***I can*** use the currency with a clear understanding of its conversion value.

EXAMPLES: Linking Investigation and Interaction
I can … (customize with specific content).

INVESTIGATE	In my own and other cultures ***I can*** identify and compare the values that promote globalized practices, such as use of time and social interaction.
INTERACT	***I can*** use technology to communicate with peers in the target culture.

Back to Contents

ADVANCED Can-Do Statements for Modern Languages



ADVANCED

PROFICIENCY BENCHMARK

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.

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

PERFORMANCE INDICATORS

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can identify the underlying message and some supporting details across major time frames in descriptive 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 within informational texts.

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

PERFORMANCE INDICATORS

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can follow the main story and some supporting detail across major time frames in fictional texts.	***I can*** follow the main story 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.

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

PERFORMANCE INDICATORS

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can understand the main message and some supporting details across major time frames in conversations and discussions.	***I can*** understand the main message and most supporting details across major time frames in conversations and discussions.	***I can*** follow the flow of ideas and some nuances from different viewpoints in conversations and discussions.

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 knowledge; and
c) the ability 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.

INTERPRETIVE COMMUNICATION–**MODERN LANGUAGES**
PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

ADVANCED

PROFICIENCY BENCHMARK

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.

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

PERFORMANCE INDICATORS

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can identify the underlying message and some supporting details across major time frames in descriptive 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 within informational texts.

EXAMPLES: Written

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can … (customize with specific content).	***I can … (customize with specific content).***	***I can … (customize with specific content).***
I can understand written summaries of candidates' platforms to make a voting decision.	***I can*** follow a cover letter and résumé for a professional position.	***I can*** follow an author's analysis of a personal reflection on a cultural experience.
I can understand some events described in an excerpt from an historical journal.	***I can*** understand a detailed account about a service learning opportunity.	***I can*** understand an apartment rental contract with its rules and regulations.
I can understand absentee and sick leave policies in an employee handbook.	***I can*** understand the instructions for using a computer program to create a web site.	***I can*** understand a report that describes policy changes for admission into a student exchange program.
I can read movie reviews to choose what to watch.	***I can*** understand a critical review about a musical group's upcoming album.	***I can*** follow a political article, including some satirical references contained in it.
I can read a catalogue of course descriptions to choose my classes.	***I can*** understand a message explaining details about the rescheduling of an event.	***I can*** understand proposed immigration legislation and its future impact on a country.

EXAMPLES: Spoken, Viewed, or Signed

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can … (customize with specific content).	***I can … (customize with specific content).***	***I can … (customize with specific content).***
I can understand short presentations about famous people in history.	***I can*** follow a virtual city tour.	***I can*** follow an interview where an author elaborates on the creation of characters in a novel I've read.
I can follow the details of televised promotions for upcoming programs.	***I can*** understand a running commentary of a sporting event.	***I can*** understand a talk show host's tongue-in-cheek remarks.
I can identify the events of a travel writer's most recent trip as recounted in a podcast.	***I can*** understand details of a speaker's life and achievements when he/she is introduced.	***I can*** usually understand a speaker's exaggerated satirical remarks.
I can understand the main points of recorded short story.	***I can*** follow a TV sitcom.	
	I can identify protagonists' growing points of conflict of in a play.	

EXAMPLES: Spoken, Viewed, or Signed

I can understand a talk about a student's study abroad experience.		***I can*** generally understand diverse perspectives of panelists discussing animal rights. ***I can*** understand most of a televised expose on the dangers of water contamination.

ADVANCED

PROFICIENCY BENCHMARK

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.

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

PERFORMANCE INDICATORS

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can follow the main story and some supporting detail across major time frames in fictional texts.	***I can*** follow the main story 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.

EXAMPLES: Written

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can … (customize with specific content). ***I can*** understand the moral lesson expressed in a fable. ***I can*** understand the details that motivated the main character to commit a crime in a mystery. ***I can*** identify the historical values expressed in an epic poem. ***I can*** understand the main points of a science fiction short story. ***I can*** understand the reasons for a character's transformation in a chapter of a graphic novel.	***I can … (customize with specific content).*** ***I can*** follow the chronology of a novel's plot. ***I can*** understand events that influenced a character's decisions in a novel. ***I can*** understand anecdotes recounted in a fictional character's memoir. ***I can*** follow the line of argument in a character's monologue. ***I can*** identify evidence that supports the message of a poem.	***I can … (customize with specific content).*** ***I can*** follow the development of a character. ***I can*** follow an argument between two characters in a play. ***I can*** generally understand an illusion in a poem. ***I can*** understand a point of humor in a graphic novel. ***I can*** infer the relationships among characters in a novel based on their actions.

EXAMPLES: Spoken, Viewed, or Signed

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can … (customize with specific content). ***I can*** understand the moral lesson expressed in an oral fable. ***I can*** identify events that influenced a character's decisions in an opera. ***I can*** identify the historical values expressed in an epic poem. ***I can*** identify the political beliefs of characters in an historical re-enactment. ***I can*** understand the reasons for a character's transformation in a play.	***I can … (customize with specific content).*** ***I can*** follow the complex chronology of a play's plot. ***I can*** identify what motivated the main character to commit a crime in a detective show. ***I can*** understand anecdotes recounted in a fictional character's recorded memoir. ***I can*** follow the line of argument in a character's monologue. ***I can*** identify evidence that supports the message in a ballad.	***I can … (customize with specific content).*** ***I can*** follow the development of a character in an audio book. ***I can*** follow an argument between two characters in a play. ***I can*** generally understand an allusion in native chants. ***I can*** understand a point of humor in a stand-up comedy. ***I can*** infer the relationships among characters in a drama based on their actions.

INTERPRETIVE COMMUNICATION–**MODERN LANGUAGES**
PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

ADVANCED

PROFICIENCY BENCHMARK

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.

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

PERFORMANCE INDICATORS

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can understand the main message and some supporting details across major time frames in conversations and discussions.	***I can*** understand the main message and most supporting details across major time frames in conversations and discussions.	***I can*** follow the flow of ideas and some nuances from different viewpoints in conversations and discussions.

EXAMPLES: Written

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can … (customize with specific content).	***I can … (customize with specific content).***	***I can … (customize with specific content).***
I can understand a discussion about a home remodeling on a designer's blog.	***I can*** understand a sports magazine interview with an Olympic athlete about obstacles they overcame.	***I can*** understand the details in a transcript of an interview between the police and a burglary victim.
I can understand an email thread about someone's wedding plans.	***I can*** understand family members' reactions to important life experiences on a photo-sharing site.	***I can*** follow students discussing the pros and cons of various career paths in an online chat.
I can understand a chat room conversation where people express concerns about an upcoming election.	***I can*** understand the detailed comments about someone's posted book review.	***I can*** understand a blog conversation about how to avoid the pitfalls of online dating.
I can understand an exchange of letters relating to a product malfunction.	***I can*** understand people's questions and responses on a medical web site.	***I can*** understand an online conversation about the logistics of renting a place through a home-sharing web site.
I can understand reactions and responses in an electronic discussion about a new law.	***I can*** understand people's interactions about their vacation experiences on a travel web site.	***I can*** follow a conversation on a consumer advocacy site about the latest trends in cell phone security.

EXAMPLES: Spoken, Viewed, or Signed

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can … (customize with specific content).	***I can … (customize with specific content).***	***I can … (customize with specific content).***
I can understand the discussion about the remodeling of a room between an interior designer and a customer.	***I can*** understand an interview with a famous person about their rise to fame.	***I can*** understand details discussed in an investigation between the police and an accident victim.
I can understand the feelings expressed by friends about their parents or relatives.	***I can*** understand family members sharing life experiences.	***I can*** follow students discussing benefits of study abroad.
I can understand a couple's plans for their wedding and honeymoon.	***I can*** understand the detailed description of a recent trip discussed among tour participants.	***I can*** understand a conversation among citizen activists about the pros and cons of social networking.

EXAMPLES: Spoken, Viewed, or Signed

I can follow a video conferencing session where participants are talking about a planned environmental project. ***I can*** understand a conversation where friends express their concerns about an upcoming election.	***I can*** understand a conversation among employees going on strike. ***I can*** understand a conversation among children about what they would like to be and why when they grow up.	***I can*** understand a conversation about the advantages of holistic remedies for common ailments. ***I can*** follow a discussion about the latest trends in car designs.

INTERPERSONAL COMMUNICATION–**MODERN LANGUAGES**
PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

ADVANCED

PROFICIENCY BENCHMARK

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.

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

PERFORMANCE INDICATORS

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can exchange information and ideas in discussions on a variety of familiar and concrete academic and social topics, using a few simple paragraphs across major time frames.	***I can*** maintain discussions on a wide variety of familiar and unfamiliar concrete topics of personal and general interest, and sometimes academic, social or professional topics, by using probing questions and providing detailed responses across major time frames.	***I can*** discuss and sometimes debate a variety of complex concrete and some abstract academic, social and professional topics and often deal with related issues hypothetically, using precise questions and explanations.

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

PERFORMANCE INDICATORS

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can interact and negotiate to resolve an unexpected complication that arises in a familiar situation, using a few simple paragraphs across major time frames.	***I can*** interact and negotiate to resolve an unexpected complication that arises in a familiar situation, providing detailed explanations and offering a variety of resolutions across major time frames.	***I can*** interact and negotiate to resolve an unexpected complication in a situation that is generally unfamiliar.

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

PERFORMANCE INDICATORS

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can maintain conversations by providing explanations and comparisons of preferences, opinions, and advice on familiar and concrete academic and social topics using a few simple paragraphs across major time frames.	***I can*** maintain extended conversations by supporting, reacting to, and comparing preferences and opinions and expressing advice and emotions in detail across major time frames, and by asking probing questions.	***I can*** discuss, support, and sometimes debate opinions and advice on a variety of complex concrete topics, often addressing hypothetical or abstract issues, and asking precise questions.

INTERPERSONAL COMMUNICATION–**MODERN LANGUAGES**
PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

ADVANCED

PROFICIENCY BENCHMARK

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.

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

PERFORMANCE INDICATORS

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can exchange information and ideas in discussions on a variety of familiar and concrete academic and social topics, using a few simple paragraphs across major time frames.	***I can*** maintain discussions on a wide variety of familiar and unfamiliar concrete topics of personal and general interest, and sometimes academic, social or professional topics, by using probing questions and providing detailed responses across major time frames.	***I can*** discuss and sometimes debate a variety of complex concrete and some abstract academic, social and professional topics and often deal with related issues hypothetically, using precise questions and explanations.

EXAMPLES: Speaking/Listening or Signing

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can … (customize with specific content). ***I can*** exchange information about changes teenagers experience going from middle to high school. ***I can*** participate in a conversation to identify current and past examples of challenges immigrants faced. ***I can*** discuss with others the preparations that have been done and need to be done for an upcoming play or presentation. ***I can*** discuss with a friend on the phone a problem I am having and come up with solutions. ***I can*** discuss important historical events and their connection to the present.	***I can … (customize with specific content).*** ***I can*** maintain discussion about environmental issues by providing solutions to challenges. ***I can*** maintain discussion about social issues by sharing concrete examples. ***I can*** have a conversation comparing and contrasting educational experiences with a peer in another country. ***I can*** discuss with peers about how one's experience abroad changed stereotypes about a culture. ***I can*** discuss the advisability of requiring all incoming students to be vaccinated.	***I can … (customize with specific content).*** ***I can*** actively participate in a town-hall-style meeting. ***I can*** debate academic issues affecting my peers. ***I can*** discuss the benefits and the negative impact of technological advances. ***I can*** participate in a discussion about the social reform issue of elder care. ***I can*** discuss ideas about the influence of historical events on current political situations.

EXAMPLES: Reading/Writing

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can … (customize with specific content). ***I can*** discuss online how musical preferences of young people have changed from generation to generation. ***I can*** have a virtual written exchange with an international group, sharing	***I can … (customize with specific content).*** ***I can*** participate in a discussion about a proposed change in legislation via an online forum. ***I can*** engage in an online written discussion about a social issue facing my age group.	***I can … (customize with specific content).*** ***I can*** exchange posts to support or challenge an editorial about a politician's voting record. ***I can*** fully participate in the online discussions required for an undergraduate college course.

information about an important current event. ***I can*** provide feedback through online collaborative peer editing on a classmate's research paper. ***I can*** contribute to an online discussion about a current social issue. ***I can*** create with a partner via an online webspace the summary of an article or story that we read and our reflection.	***I can*** carry on an email discussion of a critical review of a theatre production and take issue with the reviewer's point of view. ***I can*** exchange messages to craft an effective presentation for a community organization. ***I can*** discuss interpretations of a musical work on social media.	***I can*** work with peers on a professional article using a collaborative editing site. ***I can*** moderate an online discussion about what effects switching to holistic medicine would have on the medical industry. ***I can*** guide an online debate about the impact of new immigration laws.

ADVANCED

PROFICIENCY BENCHMARK

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.

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

PERFORMANCE INDICATORS

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can interact and negotiate to resolve an unexpected complication that arises in a familiar situation, using a few simple paragraphs across major time frames.	***I can*** interact and negotiate to resolve an unexpected complication that arises in a familiar situation, providing detailed explanations and offering a variety of resolutions across major time frames.	***I can*** interact and negotiate to resolve an unexpected complication in a situation that is generally unfamiliar.

EXAMPLES: Speaking/Listening or Signing

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can … (customize with specific content). ***I can*** negotiate with a customer service representative the return of an item I purchased in order to receive a refund. ***I can*** interact with my supervisor to request time off from work and explain why I need the time. ***I can*** discuss with a friend how and when I am going to replace an item that I borrowed and then lost. ***I can*** interact with the hotel staff to request a room switch. ***I can*** discuss with the rental agent what happened to a rental car.	***I can … (customize with specific content).*** ***I can*** clear up a major personal misunderstanding at work. ***I can*** convince my professor to raise my grade by providing a detailed explanation. ***I can*** provide detailed information to and negotiate with an airline employee to help with locating my lost luggage. ***I can*** respond to the questions of the police to provide the details of a car accident I had or witnessed. ***I can*** interact with the school office to replace a lost school ID.	***I can … (customize with specific content).*** ***I can*** exchange complex professional information to complete a collaborative community project. ***I can*** interact with the policeman to get out of a speeding ticket. ***I can*** make a case to my employer in a discussion advocating changes to work-related policies. ***I can*** debate with colleagues various options to suggest for improving employee morale in a hostile work environment. ***I can*** interact to identify with a partner the causes of the disappointing results of a science project.

EXAMPLES: Reading/Writing

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can … (customize with specific content). ***I can*** exchange messages with a friend to explain why I had to cancel a planned activity. ***I can*** negotiate with an online agent the release of information needed for a college application. ***I can*** exchange messages with a colleague or friend to discuss a difficult situation of a mutual friend. ***I can*** exchange posts in response to an article about a political issue.	***I can … (customize with specific content).*** ***I can*** arrange with my professor via online exchanges alternative assignments due to an unexpected life event. ***I can*** interact with an advisor online in the target culture to figure out a necessary change in schedule due to unforeseen circumstances. ***I can*** exchange messages with my doctor to describe an injury or illness and clarify the advice given by my doctor. ***I can*** negotiate online with a customer service representative to explain my	***I can … (customize with specific content).*** ***I can*** negotiate via online exchanges with a college registrar to receive credit for the alternative methods I used to complete some course requirements. ***I can*** intervene in an online discussion thread to redirect an argument. ***I can*** explain a complex situation and moderate the online discussion of how to resolve it. ***I can*** interact with my colleagues in a different country to craft arguments to prepare for a debate.

EXAMPLES: Reading/Writing

I can exchange online messages to correct a mistake made on my job application and provide the corrected information.	dissatisfaction for a service provided and receive some form of compensation. ***I can*** exchange online messages with my teacher/ professor to provide information needed to argue for a better grade on an assignment.	***I can*** discuss online with my doctor the advantages and disadvantages of different approaches to a medical issue.

INTERPERSONAL COMMUNICATION–**MODERN LANGUAGES**
PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

ADVANCED

PROFICIENCY BENCHMARK

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.

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

PERFORMANCE INDICATORS

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can maintain conversations by providing explanations and comparisons of preferences, opinions, and advice on familiar and concrete academic and social topics using a few simple paragraphs across major time frames.	***I can*** maintain extended conversations by supporting, reacting to, and comparing preferences and opinions and expressing advice and emotions in detail across major time frames, and by asking probing questions.	***I can*** discuss, support, and sometimes debate opinions and advice on a variety of complex concrete topics, often addressing hypothetical or abstract issues, and asking precise questions.

EXAMPLES: Speaking/Listening or Signing

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can … (customize with specific content). ***I can*** discuss preferences for candidates in a local election based on their positions on various community issues. ***I can*** exchange opinions on the pros and cons of different study abroad programs to enhance a future career. ***I can*** discuss the effects of lowering the drinking age on binge drinking. ***I can*** have a conversation with my peers about performance-based grading vs. seat time. ***I can*** discuss laws related to texting while driving.	***I can … (customize with specific content).*** ***I can*** come to consensus with my debate team on the best ways to argue our position on a social issue. ***I can*** discuss the basic facts related to state-funded charter schools. ***I can*** interact in a video chat with peers in another country to compare how our communities are feeling the effects of climate change. ***I can*** discuss current issues related to immigration policy and outline the current rules for getting citizenship. ***I can*** discuss with visitors from other countries state-funded benefits for education such as meals and after-school programs.	***I can … (customize with specific content).*** ***I can*** discuss my opinion supported by research about how technology has positively changed communication. ***I can*** interact to suggest how to get legal advice on how to handle a complicated situation. ***I can*** discuss the fiscal impact of a tuition-free college education. ***I can*** exchange opinions on the pros and cons of universal healthcare. ***I can*** discuss the basis of our jury system and exchange opinions about it.

EXAMPLES: Reading/Writing

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can … (customize with specific content). ***I can*** exchange advice online about how to behave when visiting a family for dinner in a different culture. ***I can*** collaborate online with fellow classmates to provide advice for next year's students on how to be successful in my language class. ***I can*** add my opinion about a social issue onto an online blog.	***I can … (customize with specific content).*** ***I can*** participate in an online discussion on my preference for the architectural design of future museums. ***I can*** engage in an online discussion about preferences and styles of learning. ***I can*** engage in an online discussion about homeopathic medicine based on past research in an online scientific forum.	***I can … (customize with specific content).*** ***I can*** discuss online preferences about which candidate to hire for a job and come to consensus on how the selected candidate will benefit the company. ***I can*** discuss online how various candidates for president might benefit an organization based on past experience. ***I can*** contribute to a collaborative political position paper on a Wiki.

EXAMPLES: Reading/Writing

I can continue an email exchange until I have convinced a colleague to take my side in an argument. ***I can*** create multiple blog entries offering my advice on how to make the most of time in the target country responding to several rounds of responses.	***I can*** advocate for supporting veterans by citing examples from other countries by posting and responding in an online forum. ***I can*** post additional suggestions in response to a variety of posts giving time-management strategies on a business forum.	***I can*** participate in an online discussion to select the appropriate works of an artist for a themed retrospective exhibit. ***I can*** post my views on past performance and future projections in response to a potential employer's request and respond to the hypothetical follow-up questions.

PRESENTATIONAL COMMUNICATION–**MODERN LANGUAGES**
PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

ADVANCED

PROFICIENCY BENCHMARK

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.

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

PERFORMANCE INDICATORS

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can tell stories about school and community events and personal experiences using paragraphs across major time frames.	***I can*** tell stories based on concrete experiences in academic, social, and professional topics of interest, using organized paragraphs across major time frames.	***I can*** give complex detailed narrations beyond the concrete, often addressing abstract experiences or hypothetical issues.

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

PERFORMANCE INDICATORS

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can state a viewpoint with supporting evidence on some concrete academic, social and professional topics of interest using paragraphs across major time frames.	***I can*** present an argument with supporting evidence, based on a variety of concrete academic, social and professional topics of interest using organized paragraphs across major time frames.	***I can*** clearly and accurately present an argument with supporting evidence on complex concrete issues and often deal with related issues hypothetically.

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

PERFORMANCE INDICATORS

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can deliver presentations on some concrete academic, social, and professional topics of interest using paragraphs across major time frames.	***I can*** deliver detailed presentations and elaborate on a variety of concrete academic, social, and professional topics of interest using organized paragraphs across major time frames.	***I can*** deliver cohesive presentations on a variety of complex concrete topics related to community interests and some specialized fields and often deal with related issues hypothetically.

PRESENTATIONAL COMMUNICATION–**MODERN LANGUAGES**
PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

ADVANCED

PROFICIENCY BENCHMARK

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.

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

PERFORMANCE INDICATORS

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can tell stories about school and community events and personal experiences using paragraphs across major time frames.	***I can*** tell stories based on concrete experiences in academic, social, and professional topics of interest, using organized paragraphs across major time frames.	***I can*** give complex detailed narrations beyond the concrete, often addressing abstract experiences or hypothetical issues.

EXAMPLES: Speaking or Signing

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can … (customize with specific content). ***I can*** make a presentation describing the highlights of a recent or upcoming family event. ***I can*** describe a social, cultural, or political event that occurred or will occur in my community. ***I can*** talk about an unexpected complication during a recent trip or excursion and present advice on how to resolve such a situation. ***I can*** make a presentation describing certain health and fitness trends and the results of those trends. ***I can*** give a short presentation describing the rise and fall of certain popular or historical trends over time.	***I can … (customize with specific content).*** ***I can*** chronicle a series of related events in the history of my family. ***I can*** recount in detail a social event or local celebration that I attended and my reactions to it. ***I can*** present a detailed itinerary of the social and cultural activities I have planned for a future trip or excursion. ***I can*** narrate a story to an audience for dramatic effect. ***I can*** give an accurate, detailed presentation of something I participated in or witnessed.	***I can … (customize with specific content).*** ***I can*** present an explanation as to the degree to which society supports the family values, in my own and other cultures. ***I can*** present a reflection on how a novel influenced my life. ***I can*** articulate and present a personal vision or mission statement for my life's work. ***I can*** present an hypothesize about the impact of following a course of action. ***I can*** present an analysis on the changing perception of stereotypes in society and the potential influence on a country's products or marketing strategies.

EXAMPLES: Writing

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can … (customize with specific content). ***I can*** write about a family reunion for my relatives in another country. ***I can*** write a blog post describing the highlights of a recent trip or excursion. ***I can*** write about a social, cultural, or political event that occurred or will occur in my community. ***I can*** describe certain trends in leisure time or use of social media and the results of those trends.	***I can … (customize with specific content).*** ***I can*** write in detail about a social event or local celebration that I attended and my reactions to it. ***I can*** write a detailed itinerary of the social and cultural activities I have planned for a future trip or excursion. ***I can*** write in detail about a study abroad program I participated in and reflect on how the experience impacted my life and may influence my life in the future.	***I can … (customize with specific content).*** ***I can*** chronicle certain historical events to explain the degree to which society supports the family and family values in my own and other cultures. ***I can*** write a mission or vision statement related to my personal or professional goals. ***I can*** write a reflective journal entry on how a novel, poem, or song has influenced my life.

EXAMPLES: Writing

I can describe the rise and fall of certain popular, historical, or environmental trends over time.	***I can*** write a detailed and accurate description of something I participated in or witnessed.	***I can*** hypothesize in writing about the impact of following a course of action for myself or for an organization in which I am involved. ***I can*** write a business plan to market a product globally, based on data about cultural lifestyles and current societal trends.

PRESENTATIONAL COMMUNICATION–**MODERN LANGUAGES**
PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

ADVANCED

PROFICIENCY BENCHMARK

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.

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

PERFORMANCE INDICATORS

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can state a viewpoint with supporting evidence on some concrete academic, social and professional topics of interest using paragraphs across major time frames.	***I can*** present an argument with supporting evidence, based on a variety of concrete academic, social and professional topics of interest using organized paragraphs across major time frames.	***I can*** clearly and accurately present an argument with supporting evidence on complex concrete issues and often deal with related issues hypothetically.

EXAMPLES: Speaking or Signing

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can … (customize with specific content). ***I can*** promote an art or music event by presenting and elaborating on its social or artistic value. ***I can*** present and provide a rationale for the importance of certain classes, college majors, or training programs, citing trends over time. ***I can*** present an outline of the arguments for or against a position on a social issue, including its historical background. ***I can*** create and present an infomercial promoting an event, a service, or a product.	***I can … (customize with specific content).*** ***I can*** make a presentation persuading others of the influence of an art or music genre over time. ***I can*** give a presentation to advocate participation in educational opportunities such as membership in an organization, honor society, study abroad, or a particular educational program. ***I can*** give a presentation to advocate for new ideas or innovative approaches related to school, work, or training. ***I can*** present an argument for or against a position on a political issue, with supporting evidence. ***I can*** give a speech presenting the rationale for a course of action by a local community or neighborhood group.	***I can … (customize with specific content).*** ***I can*** present my interpretations of a piece of art or music to someone else while respecting their interpretation. ***I can*** present the details of an experiment I have performed and justify the potential value of the research and results. ***I can*** present a detailed, supported argument about complex environmental, economic or political issues. ***I can*** support an argument and counterargument by incorporating a variety of evidence such as statistics, analyses, trends, and polls in my presentation. ***I can*** give a speech for community fundraising purposes and justify the potential benefits of the cause.

EXAMPLES: Writing

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can … (customize with specific content). ***I can*** write an essay to convince others of the value of experiencing art and music from cultures other than my own. ***I can*** write an essay for or against a position on a social issue.	***I can … (customize with specific content).*** ***I can*** write an article or blog convincing others of the influence of an art or music genre over time. ***I can*** write letters of recommendation. ***I can*** give a written critique of a project proposal that uses historical data to support my argument.	***I can … (customize with specific content).*** ***I can*** write my interpretations of a piece of art or music with someone else while respecting theirs. ***I can*** write a position paper on an issue I have researched or related to my field of expertise.

EXAMPLES: Writing

I can create and edit an online journal, blog or discussion forum promoting community events, services, or products. ***I can*** write a brief report to support a course of action on a work-related issue, citing past experience and future predictions. ***I can*** write a brief article giving a rationale for dietary and exercise practices to promote healthy living.	***I can*** write and propose a specific course of action based on the results of a survey. ***I can*** write a cover letter for a job application.	***I can*** express a detailed point of view in a blog or other public forum. ***I can*** write an editorial piece to speculate on outcomes or implications of an issue. ***I can*** write a statement to support a candidate in a local election.

PRESENTATIONAL COMMUNICATION–**MODERN LANGUAGES**
PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

ADVANCED

PROFICIENCY BENCHMARK

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.

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

PERFORMANCE INDICATORS

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can deliver presentations on some concrete academic, social, and professional topics of interest using paragraphs across major time frames.	***I can*** deliver detailed presentations and elaborate on a variety of concrete academic, social, and professional topics of interest using organized paragraphs across major time frames.	***I can*** deliver cohesive presentations on a variety of complex concrete topics related to community interests and some specialized fields and often deal with related issues hypothetically.

EXAMPLES: Speaking or Signing

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can … (customize with specific content). ***I can*** explain the reasoning behind a school, work or community project or policy. ***I can*** present a summary of the results of an action plan for a club or work group and the future steps to be implemented. ***I can*** present a comparison of current and past traditions related to social events such as homecoming, graduation, marriages, or funerals. ***I can*** make presentations about special opportunities such as internships, study abroad, or job openings. ***I can*** explain the process for creating or updating a website or blog.	***I can … (customize with specific content).*** ***I can*** give a presentation to an outside audience about a project I have completed for my school, work, or organization. ***I can*** present detailed information about a product or service to clients, customers, or others. ***I can*** present in detail on a topic that I have read or heard about in the news. ***I can*** give a presentation on a summative project such as a capstone, thesis, or seminar. ***I can*** present an explanation of a process such as obtaining a driver's license, submitting a college application, or applying for financial aid.	***I can … (customize with specific content).*** ***I can*** present an explanation of how beliefs and values are reflected in educational testing in my own and other cultures. ***I can*** deliver a presentation incorporating data from statistics, analyses, trends, and polls. ***I can*** give an informational session comparing important cultural differences between or among various societies. ***I can*** deliver detailed presentations about topics that I have studied, such as modern art or internet journalism. ***I can*** deliver a presentation on the hypothetical impact of an environmental practice on future generations.

EXAMPLES: Writing

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can … (customize with specific content). ***I can*** revise class or meeting notes that I have taken for distribution. ***I can*** draft and revise a synopsis or abstract for a science fair project, research study, or conference. ***I can*** write job descriptions or performance reports. ***I can*** draft and revise a resume or cover letter.	***I can … (customize with specific content).*** ***I can*** write content for instructional resources. ***I can*** write a research paper on a topic related to my studies or area of specialization. ***I can*** write a detailed proposal for a project or a research study. ***I can*** write a newspaper article or blog post about an event, project, or research initiative.	***I can … (customize with specific content).*** ***I can*** write an in-depth research report about educational issues in my own and other cultures. ***I can*** create a professional portfolio including detailed written information for each section of the portfolio. ***I can*** write an in-depth research report about challenges facing families and communities.

EXAMPLES: Writing

I can prepare reports and online communications for a social club, community, or political group.	***I can*** create brochures or other written resources for clients or customers.	***I can*** write a policy statement explaining my organization's position on an issue. ***I can*** write an article about the potential future impact of a current practice.

ADVANCED

INVESTIGATE
Investigate Products And Practices To Understand Cultural Perspectives

PROFICIENCY BENCHMARK

In my own and other cultures, ***I can*** explain some diversity among products and practices and how it relates to perspectives.

PRODUCTS	***PRACTICES***
PERFORMANCE INDICATOR	PERFORMANCE INDICATOR
In my own and other cultures ***I can*** explain how a variety of products of public and personal interest are related to perspectives.	In my own and other cultures ***I can*** explain how a variety of practices within familiar and social situations are related to perspectives.

INTERACT
Interact With Others In And From Another Culture

PROFICIENCY BENCHMARK

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

LANGUAGE	***BEHAVIOR***
PERFORMANCE INDICATOR	PERFORMANCE INDICATOR
I can converse comfortably with others from the target culture in familiar and some unfamiliar situations and show some understanding of cultural differences.	***I can*** demonstrate awareness of subtle differences among cultural behaviors and adjust my behavior accordingly in familiar and some unfamiliar situations.

EXAMPLES: Linking Investigation and Interaction
I can … (customize with specific content).

INVESTIGATE	In my own and other cultures ***I can*** describe the cultural influences on the design of houses, buildings and towns.
INTERACT	***I can*** adjust my personal space and body language accordingly when interacting with others in a business, school or work environment.
INVESTIGATE	In my own and other cultures ***I can*** describe and explain how landmarks and monuments contribute to national identity.
INTERACT	***I can*** manage my non-verbal reactions and personal space when in a crowded environment such as standing in line.
INVESTIGATE	In my own and other cultures ***I can*** explain how beliefs and values are reflected in educational testing, ceremonies and certificates
INTERACT	***I can*** complete the requirements of an undergraduate course in the target culture.
INVESTIGATE	In my own and other cultures ***I can*** explain how a culture's concept of time influences decisions in business, education, and social scheduling.
INTERACT	***I can*** consider how people within a culture regard time when participating in a business or social event.

EXAMPLES: Linking Investigation and Interaction
I can … (customize with specific content).

INVESTIGATE	In my own and other cultures ***I can*** explain messages expressed in music and art.
INTERACT	***I can*** share my interpretations of a piece of art or music with someone else while respecting theirs.
INVESTIGATE	In my own and other cultures ***I can*** explain how people's practices or values contribute to environmental problems or solutions.
INTERACT	***I can*** write a blog entry about how to respect and conform to local environmental practices and respond to comments.
INVESTIGATE	In my own and other cultures ***I can*** explain the values reflected in a literary or social media text.
INTERACT	***I can*** respond to a social media post in a culturally appropriate manner.
INVESTIGATE	In my own and other cultures ***I can*** explain how stereotypes influence a country's products or marketing strategies.
INTERACT	***I can*** collaborate on an online project to explain misconceptions underlying stereotypes.
INVESTIGATE	In my own and other cultures ***I can*** explain how globalized products impact society and individual lifestyles.
INTERACT	***I can*** work with others to determine appropriate supplies to contribute to a disaster relief effort.
INVESTIGATE	In my own and other cultures ***I can*** explain how the role of personal space and topics of conversation influence social interaction.
INTERACT	***I can*** greet and take leave from someone using appropriate behaviors in most situations and change an incorrect behavior.
INVESTIGATE	In my own and other cultures ***I can*** explain the degree to which society supports the family and family values.
INTERACT	***I can*** interact appropriately at a family event based on cultural norms and family dynamics.
INVESTIGATE	In my own and other cultures ***I can*** access and elicit information needed to graph the percentage of government funding for education and explain why there are differences.
INTERACT	***I can*** work with a target language peer and use math skills to survey others on a topic and graph and present results.
INVESTIGATE	In my own and other cultures ***I can*** explain the attitudes toward meals, health and fitness.
INTERACT	***I can*** demonstrate and adjust basic table manners as a guest in a home or restaurant.
INVESTIGATE	In my own and other cultures ***I can*** explain how sports and leisure activities reflect personal and national identity.
INTERACT	***I can*** help coach a sport in the target culture and build relationships with the players.
INVESTIGATE	In my own and other cultures ***I can*** explain how the expectations associated with celebrating a holiday or festival influence behaviors.
INTERACT	***I can*** offer an appropriate gift in a socially conventional manner as a guest at a birthday, dinner, or holiday celebration.
INVESTIGATE	In my own and other cultures ***I can*** explain how people's attitudes toward environmental factors determine how they travel.
INTERACT	***I can*** discuss why certain cultures place a priority on environmentally friendly transportation.
INVESTIGATE	In my own and other cultures ***I can*** explain what cultural factors influence peoples' method of buying and selling.
INTERACT	***I can*** act appropriately when purchasing items in unfamiliar business settings.

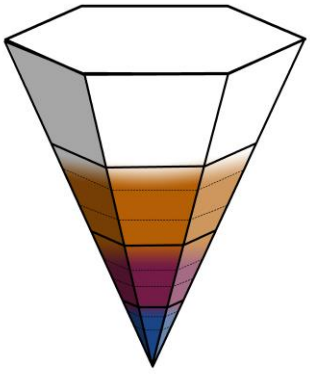
EXAMPLES: Linking Investigation and Interaction
I can … (customize with specific content).

INVESTIGATE	In my own and other cultures ***I can*** explain how globalized practices impact individual lifestyles.
INTERACT	***I can*** maintain the lifestyle of the family with whom I am staying.

Back to Contents

NOVICE Can-Do Statements for Classical Languages

	NOVICE PROFICIENCY BENCHMARK	INTERMEDIATE PROFICIENCY BENCHMARK	ADVANCED PROFICIENCY BENCHMARK
INTERPRETIVE COMMUNICATION	***I can*** identify the general topic and some basic information on familiar topics by recognizing practiced or memorized words, phrases, and simple sentences in Latin or Greek texts that are spoken or written.	*I can* identify the main idea and supporting details on familiar topics in adapted-authentic or authentic Latin or Greek texts that are spoken or written.	*I can* discuss the main message, supporting details, and cultural context across various time frames in a wide variety of complex, authentic Latin or Greek texts that are spoken or written, and make comparisons to other texts that I have read or heard.
INTERPERSONAL COMMUNICATION	***I can*** communicate in spontaneous spoken or written conversations on very familiar topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.	*I can* participate in spontaneous spoken or written conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.	*I can* participate in spontaneous written and simpler spoken conversations and discussions across various time frames on familiar and unfamiliar topics pertaining to the Classical world, using a series of connected sentences and questions to convey meaning.
PRESENTATIONAL COMMUNICATION	***I can*** present information on very familiar topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken or written language.	*I can* communicate information, make presentations, and express my thoughts about familiar topics relating to the Classical world, using sentences and series of connected sentences through spoken or written language.	*I can* deliver detailed and organized presentations on a variety of topics relating to the Classical world, using paragraphs and various time frames through spoken or written language.
INTERCULTURAL INTERPRETATION **INVESTIGATE**	In my own and Roman or Greek culture ***I can*** identify products and practices to help me understand perspectives.	In my own and Roman or Greek culture *I can* make comparisons between products and practices to help me understand perspectives.	In my own and Roman or Greek culture *I can* explain the diversity among products and practices and how it influences perspectives in Classical and other cultures.
INTERCULTURAL INTERPRETATION **CONNECT**	***I can*** connect elements of Classical cultures to other cultures around the world up to the modern day.	*I can* connect products, practices, and perspectives of Classical cultures to those of other cultures around the world up to the modern day.	*I can* explain the diversity of products, practices, and perspectives across a wide range of cultures around the world up to the modern day.



INTERPRETIVE COMMUNICATION–**CLASSICAL LANGUAGES**
PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

NOVICE

PROFICIENCY BENCHMARK
I can identify the general topic and some basic information on familiar topics by recognizing practiced or memorized words, phrases, and simple sentences in Latin or Greek texts that are spoken or written.

*What can I understand, interpret, or analyze in adapted-authentic or authentic **narrative texts**?*

PERFORMANCE INDICATORS		
NOVICE LOW	**NOVICE MID**	**NOVICE HIGH**
I can identify the general topic and some basic facts, using memorized words, phrases and visuals in narrative texts.	***I can*** identify the main idea and supporting details using memorized words, phrases and visuals in narrative texts.	***I can*** identify the main idea and supporting details across various time frames, and make inferences for unfamiliar vocabulary, using memorized words, phrases, and visuals, in narrative texts.

*What can I understand, interpret, or analyze in adapted-authentic or authentic **conversations/dialogues**?*

PERFORMANCE INDICATORS		
NOVICE LOW	**NOVICE MID**	**NOVICE HIGH**
I can identify the general topic and some basic facts in conversations or dialogues, using memorized words, phrases and visuals.	***I can*** identify the main idea and supporting details using memorized words, phrases and visuals in conversations or dialogues.	***I can*** identify the main idea and supporting details across various time frames, and make inferences for unfamiliar vocabulary, using memorized words, phrases, and visuals, in conversations or dialogues.

*What can I understand, interpret, or analyze in adapted-authentic or authentic **simple poems and simple inscriptions**?*

PERFORMANCE INDICATORS		
NOVICE LOW	**NOVICE MID**	**NOVICE HIGH**
I can identify the general topic and some basic facts in simple poems, using memorized words, phrases and visuals.	***I can*** identify the main idea and supporting details using memorized words, phrases and visuals in simple poems.	***I can*** identify the main idea and supporting details across various time frames, and make inferences for unfamiliar vocabulary, using memorized words, phrases, and visuals, in simple poems.

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 knowledge; and
c) the ability 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.

Back to Contents

INTERPRETIVE COMMUNICATION- **CLASSICAL LANGUAGES**
PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

NOVICE

PROFICIENCY BENCHMARK
I can identify the general topic and some basic information on familiar topics by recognizing practiced or memorized words, phrases, and simple sentences in Latin or Greek texts that are spoken or written.

*What can I understand, interpret, or analyze in adapted-authentic or authentic **narrative texts**?*

PERFORMANCE INDICATORS		
NOVICE LOW	**NOVICE MID**	**NOVICE HIGH**
I can identify the general topic and some basic facts, using memorized words, phrases and visuals in narrative texts.	***I can*** identify the main idea and supporting details using memorized words, phrases and visuals in narrative texts.	***I can*** identify the main idea and supporting details across various time frames, and make inferences for unfamiliar vocabulary, using memorized words, phrases, and visuals, in narrative texts.

EXAMPLES: Written

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can … (customize with specific content). ***I can*** write a 1-2 sentence summary of a simple narrative text that I read when it is supported by visuals. ***I can*** identify Roman letters and how they differ from English. ***I can*** occasionally identify Greek letters. ***I can*** identify common Roman or Greek cities and territories on a map. ***I can*** identify familiar words and some phrases when aided with visuals. ***I can*** identify some Latin roots in English words.	***I can … (customize with specific content).*** ***I can*** write a short summary of a narrative passage. ***I can*** identify the main characters and their functions in a narrative passage. ***I can*** discuss places mentioned in a narrative, e.g. a forum or a bath, and how they relate to Roman or Greek culture. ***I can*** discuss how social relationships expressed in a narrative, e.g. between a man and a woman or a Roman and a slave, are typical of Roman or Greek social customs. ***I can*** relate elements of a narrative to their larger cultural context. ***I can*** identify English words made from familiar Latin roots.	***I can … (customize with specific content).*** ***I can*** write a summary and some specific facts from a narrative. ***I can*** draw a comic representation of the characters and their actions in a narrative. ***I can*** identify how characters in a narrative are typical of Roman or Greek culture. ***I can*** discuss the difference between a fictional vs. a non-fiction narrative. ***I can*** discuss how the characters of a Roman or Greek narrative compare to those of a modern day society. ***I can*** infer how a narrative might end based on the facts of the narrative. ***I can*** identify English words made from Latin roots, including compounds.

EXAMPLES: Spoken

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can … (customize with specific content).	***I can … (customize with specific content).*** ***I can*** express the main idea of a short narrative.	***I can … (customize with specific content).*** ***I can*** identify the main idea and some supporting details of a narrative.

EXAMPLES: Spoken

I can identify the basic topic of a simple narrative text that I hear when it is supported by visuals. ***I can*** identify some words or phrases when I hear them. ***I can*** identify how letters sound differently when spoken in Latin or Greek. ***I can*** occasionally connect words or phrases to their meanings. ***I can*** identify members of a family when I hear their titles (e.g. mater, pater, filius, canis).	***I can*** identify familiar words and memorized phrases in a short narrative. ***I can*** identify some unfamiliar words based on English cognates. ***I can*** identify familiar characters and their social status. ***I can*** identify members of a family and discuss their relationships.	***I can*** recognize familiar words and infer the meaning of some unfamiliar words based on English cognates, other Latin or Greek words that are similar, or context clues. ***I can*** discuss the relationship between characters in a narrative. ***I can*** draw a comic based on a text I hear read aloud. ***I can*** make inferences about a culture based on a text I hear.

Back to Contents

INTERPRETIVE COMMUNICATION- **CLASSICAL LANGUAGES**
PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

NOVICE

PROFICIENCY BENCHMARK
I can identify the general topic and some basic information on familiar topics by recognizing practiced or memorized words, phrases, and simple sentences in Latin or Greek texts that are spoken or written.

*What can I understand, interpret, or analyze in adapted-authentic or authentic **conversations/dialogues**?*

PERFORMANCE INDICATORS		
NOVICE LOW	**NOVICE MID**	**NOVICE HIGH**
I can identify the general topic and some basic facts in conversations or dialogues, using memorized words, phrases and visuals.	***I can*** identify the main idea and supporting details using memorized words, phrases and visuals in conversations or dialogues.	***I can*** identify the main idea and supporting details across various time frames, and make inferences for unfamiliar vocabulary, using memorized words, phrases, and visuals, in conversations or dialogues.

EXAMPLES: Written

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can … (customize with specific content).	***I can … (customize with specific content).***	***I can … (customize with specific content).***
I can identify the basic topic of a simple dialogue that I read when it is supported by visuals.	***I can*** identify the topic of a written dialogue between individuals at a social gathering.	***I can*** identify the topic and supporting details of a dialogue.
I can identify the names and titles of characters in a dialogue (e.g., servus, filius, canis, argentarius).	***I can*** express how word endings can indicate word functions and help me understand the text.	***I can*** understand more complex expressions and details expressed by characters in a dialogue.
I can identify familiar Greek or Roman place names and common locations (e.g., forum, domus, taberna, etc.).	***I can*** express the social roles of individuals in a conversation.	***I can*** understand questions about specific things or events, e.g. a trip to the forum or to the baths.
I can identify some common phrases used in conversation (e.g., salve/salvete, heus, vale/valete).	***I can*** identify some compound words and express their component parts, e.g. Latin words that contain a prefix like confero.	***I can*** connect the endings of words to their meaning and explain these connections to others.
I can identify some question words.	***I can*** identify common question words used to ask for information, e.g., cur, quid, quis, quomodo.	***I can*** make inferences about ideas expressed in a dialogue and compare them to modern culture(s).

EXAMPLES: Spoken

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can … (customize with specific content).	***I can … (customize with specific content).***	***I can … (customize with specific content).***
I can identify the basic topic of a simple dialogue that I hear when it is supported by visuals.	***I can*** identify the main characters in a dialogue.	***I can*** discuss the main idea and some supporting details expressed in a dialogue.
	I can infer the social status of individuals in a dialogue based on the topic.	

EXAMPLES: Spoken

I can identify when greetings and leave-taking are expressed. ***I can*** identify people's names and titles when they are introduced. ***I can*** identify some common question words (e.g., ubi, quis, quid). ***I can*** identify common place names (e.g., portus, forum, domus, villa).	***I can*** understand some of the questions and responses in a dialogue. ***I can*** connect the endings of words, especially verbs, to the subject of some clauses. ***I can*** distinguish time frames in a dialogue.	***I can*** infer the social status of the individuals in a dialogue based on the topic of discussion. ***I can*** infer the meaning of some unfamiliar words or phrases based on context clues. ***I can*** identify the meaning of questions one person asks another. ***I can*** identify and state the reason for time frame changes in a dialogue.

Back to Contents

INTERPRETIVE COMMUNICATION - **CLASSICAL LANGUAGES**
PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

NOVICE

PROFICIENCY BENCHMARK

I can identify the general topic and some basic information on familiar topics by recognizing practiced or memorized words, phrases, and simple sentences in Latin or Greek texts that are spoken or written.

*What can I understand, interpret, or analyze in adapted-authentic or authentic **simple poems and simple inscriptions**?*

PERFORMANCE INDICATORS

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can identify the general topic and some basic facts in simple poems, using memorized words, phrases and visuals.	***I can*** identify the main idea and supporting details using memorized words, phrases and visuals in simple poems.	***I can*** identify the main idea and supporting details across various time frames, and make inferences for unfamiliar vocabulary, using memorized words, phrases, and visuals, in simple poems.

EXAMPLES: Written

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can … (customize with specific content). ***I can*** identify the basic topic of a simple poem that I read when it is supported by visuals. ***I can*** identify some common words or phrases in very simple poems. ***I can*** identify some place names mentioned in very simple poems. ***I can*** identify some types of people in very simple poems (e.g., servus, pater, etc.). ***I can*** identify the topic of a very simple inscription using context clues.	***I can … (customize with specific content).*** ***I can*** identify the topic and some details in simple poems. ***I can*** identify common words and phrases in simple poems. ***I can*** identify word groupings, e.g., nouns of the same case and number or prepositional phrase groupings, in simple poems. ***I can*** connect some common mottos and sayings to poems I have read. ***I can*** identify the topic and some details in a simple inscription.	***I can … (customize with specific content).*** ***I can*** identify the topic and supporting details in a simple poem. ***I can*** discuss how word inflection and sentence structure in simple poems differs from other types of writing. ***I can*** connect the sentiments in simple poems to those expressed in modern equivalents. ***I can*** identify some common abbreviations used in simple inscriptions. ***I can*** compare sentiments in simple Roman or Greek inscriptions to some modern equivalents.

EXAMPLES: Spoken

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can … (customize with specific content). ***I can*** identify the basic topic of a simple poem that I hear when it is supported by visuals.	***I can … (customize with specific content).*** ***I can*** identify the topic of a poem without visual aids. ***I can*** identify familiar vocabulary in simple poems.	***I can … (customize with specific content).*** ***I can*** identify the main idea of a poem. ***I can*** infer the meaning of some unfamiliar vocabulary expressed in a

EXAMPLES: Spoken

I can identify some common words or phrases in very simple poems. ***I can*** identify some place names mentioned in very simple poems. ***I can*** identify some types of people in very simple poems (e.g., servus, pater, etc.). ***I can*** identify the topic of a very simple inscription I hear read aloud.	***I can*** identify familiar social roles in simple poems, e.g., servus, dominus, domina, vir, coniunx, etc. ***I can*** connect word endings to their meaning, e.g., personal endings of verbs. ***I can*** identify the topic and some details of a very simple inscription I hear read aloud.	simple poem from the context, other Latin words, or English cognates. ***I can*** listen for and identify word groupings and inflection and construct meaning. ***I can*** identify supporting details and connect them to the main idea of a simple poem. ***I can*** identify the topic and details in an inscription I hear read aloud, and identify abbreviations for common words.

INTERPERSONAL COMMUNICATION–**CLASSICAL LANGUAGES**
PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

NOVICE

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

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

PERFORMANCE INDICATORS		
NOVICE LOW	**NOVICE MID**	**NOVICE HIGH**
I can provide very basic 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.	***I can*** request and provide basic information by asking and answering a few simple questions on very familiar topics, using a mixture of practiced or memorized words, phrases, and simple sentences.	***I can*** request and provide basic information by asking and answering practiced questions on familiar topics, using simple sentences most of the time.

*How can I **express and exchange information about my learning about the Classical world** in conversations?*

PERFORMANCE INDICATORS		
NOVICE LOW	**NOVICE MID**	**NOVICE HIGH**
I can express basic facts about the Classical world, using practiced or memorized words and phrases, with the help of gestures or visuals.	***I can*** express my learning about the Classical world, and react to those of others, using a mixture of practiced or memorized words, phrases, and questions.	***I can*** exchange information about the Classical world, using simple sentences most of the time and asking questions to keep the conversation on topic.

INTERPERSONAL COMMUNICATION–**CLASSICAL LANGUAGES**
PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

NOVICE

PROFICIENCY BENCHMARK

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

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

PERFORMANCE INDICATORS

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can provide very basic 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.	***I can*** request and provide basic information by asking and answering a few simple questions on very familiar topics, using a mixture of practiced or memorized words, phrases, and simple sentences.	***I can*** request and provide basic information by asking and answering practiced questions on familiar topics, using simple sentences most of the time.

EXAMPLES: Speaking/Listening

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can … (customize with specific content). ***I can*** introduce myself by name. ***I can*** ask someone his or her name. ***I can*** answer simple questions about my family members. ***I can*** ask about someone else's family members. ***I can*** talk about a Roman family and its members using simple phrases and memorized vocabulary.	***I can … (customize with specific content).*** ***I can*** talk about myself in simple sentences, telling what I like. ***I can*** use simple sentences to describe my appearance. ***I can*** ask simple questions about someone else's likes and dislikes, using familiar vocabulary and phrases. ***I can*** ask someone about a presentation they have given, using some various timeframes. ***I can*** ask and answer questions about religion.	***I can … (customize with specific content).*** ***I can*** ask and answer questions about myself, my family and our favorite activities. ***I can*** contribute to a conversation about a story by identifying who, what, when, and where in short sentences. ***I can*** have a short conversation with a partner about a text I have read. ***I can*** ask someone about their presentation, including the main idea and some facts presented. ***I can*** discuss some elements of Roman or Greek culture with a partner.

EXAMPLES: Writing/Reading

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can … (customize with specific content). ***I can*** ask about and respond to questions about my name and my family. ***I can*** ask and answer simple questions about a Roman family and the social status of the family members, using vocabulary I know well.	***I can … (customize with specific content).*** ***I can*** ask and answer questions about a text I have read with a partner using some different time frames. ***I can*** pass notes in class about something we are learning.	***I can … (customize with specific content).*** ***I can*** contribute to a short discussion forum about family members and their characteristics. ***I can*** ask some questions about a reading we have done and answer questions directed at me via text, email, or discussion forum.

EXAMPLES: Writing/Reading

I can ask and answer simple questions about Roman or Greek educational subjects. ***I can*** ask and answer simple questions about where to find buildings in the Roman forum or Greek agora. ***I can*** ask and answer simple questions about physical attributes.	***I can*** ask and answer questions about a discussion or blog post. ***I can*** ask and answer simple questions about Roman or Greek culture. ***I can*** ask and answer questions about Roman or Greek activities.	***I can*** write a short inscription for a funerary monument. ***I can*** contribute to a short discussion about a hypothetical Roman or Greek social event. ***I can*** have a simple mock dialogue about Roman or Greek funeral games.

INTERPERSONAL COMMUNICATION–**CLASSICAL LANGUAGES**
PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

NOVICE

PROFICIENCY BENCHMARK

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

*How can I **express and exchange information about my learning about the Classical world** in conversations?*

PERFORMANCE INDICATORS

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can express basic facts about the Classical world, using practiced or memorized words and phrases, with the help of gestures or visuals.	***I can*** express my learning about the Classical world, and react to those of others, using a mixture of practiced or memorized words, phrases, and questions.	***I can*** exchange information about the Classical world, using simple sentences most of the time and asking questions to keep the conversation on topic.

EXAMPLES: Speaking/Listening

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can … (customize with specific content). ***I can*** ask and answer simple questions about a historical event, using simple phrases and memorized vocabulary. ***I can*** have a short mock conversation as a Roman character, using memorized phrases and simple vocabulary. ***I can*** comment on an image relating to Roman or Greek culture in simple sentences. ***I can*** ask and answer simple questions about Roman or Greek daily life. ***I can*** ask and answer simple questions about Roman food.	***I can … (customize with specific content).*** ***I can*** ask and answer questions about a historical event, using some vocabulary and phrases I have learned, over some different time frames. ***I can*** participate in a dialogue with another student in which we impersonate Roman characters, using some variation in time frame. ***I can*** ask and answer questions about a Roman or Greek artifact. ***I can*** ask and answer questions about a Roman or Greek building style and its purpose. ***I can*** have a short conversation about a picture representing a mythological scene.	***I can … (customize with specific content).*** ***I can*** contribute to a short discussion about a historical event, with some attention to case and verb endings and different time frames. ***I can*** answer short questions about a topic learned in class and ask questions of other students. ***I can*** contribute to a short discussion about an image related to Roman or Greek culture, using various time frames. ***I can*** compare some elements of Roman or Greek architecture to modern buildings, using images. ***I can*** compare some elements of Roman or Greek artifacts to modern equivalents, using images.

EXAMPLES: Writing/Reading

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can … (customize with specific content). ***I can*** ask and answer simple questions about topics relating to Roman or Greek culture, using memorized words and phrases. ***I can*** ask and answer simple questions about places in the Roman or Greek world, using vocabulary I know well.	***I can … (customize with specific content).*** ***I can*** post questions on an online forum about a topic relating to Roman or Greek culture, and respond to someone else's questions. ***I can*** hold a brief discussion via text, email or on a forum about a particular Roman place I have learned about.	***I can … (customize with specific content).*** ***I can*** post a series of short questions about a presentation and answer questions posed to me about my presentation, using different time frames. ***I can*** discuss some aspects of places in the Roman empire, using various time frames.

EXAMPLES: Writing/Reading

I can work with another student to describe an image relating to Roman or Greek culture, using simple phrases and vocabulary I know well. ***I can*** make a list of Roman or Greek foods eaten at a typical dinner party. ***I can*** write a written invitation to an event and respond to an invitation sent to me.	***I can*** work with another student to describe a Roman or Greek building projected on a board, using familiar vocabulary and simple sentences. ***I can*** write with a partner what Roman or Greek food items we included in a party and why. ***I can*** ask and answer questions on a forum about Roman or Greek funerals.	***I can*** have a short conversation on a discussion forum about a Roman or Greek artifact, using various time frames. ***I can*** make simple plans for a Roman or Greek dinner party with a partner on a forum. ***I can*** write a short dialogue with a partner on a forum about a Roman or Greek funeral.

PRESENTATIONAL COMMUNICATION–**CLASSICAL LANGUAGES**
PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

NOVICE

PROFICIENCY BENCHMARK
I can present information on very familiar topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken or written language.

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

PERFORMANCE INDICATORS		
NOVICE LOW	**NOVICE MID**	**NOVICE HIGH**
I can introduce myself using practiced or memorized words and phrases, with the help of gestures or visuals.	***I can*** present information about myself, my learning and Classical events using a mixture of practiced or memorized words, phrases and simple sentences.	***I can*** present information about my life, learning and Classical events, using simple sentences across various time frames most of the time.

How can I present information to ***give an opinion or persuasive argument****?*

PERFORMANCE INDICATORS		
NOVICE LOW	**NOVICE MID**	**NOVICE HIGH**
I can express my very basic opinions using practiced or memorized words and phrases, with the help of gestures or visuals.	***I can*** express opinions on very familiar topics, using a mixture of practiced or memorized words, phrases and simple sentences.	***I can*** express my opinions on familiar topics, using simple sentences across various time frames most of the time.

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

PERFORMANCE INDICATORS		
NOVICE LOW	**NOVICE MID**	**NOVICE HIGH**
I can name very familiar people, places, and objects using practiced or memorized words and phrases, with the help of gestures or visuals.	***I can*** present on very familiar topics using a mixture of practiced or memorized words, phrases and simple sentences.	***I can*** present on familiar topics, using simple sentences across various time frames most of the time.

PRESENTATIONAL COMMUNICATION–**CLASSICAL LANGUAGES**
PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

NOVICE

PROFICIENCY BENCHMARK

I can present information on very familiar topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken or written language.

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

PERFORMANCE INDICATORS

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can introduce myself using practiced or memorized words and phrases, with the help of gestures or visuals.	***I can*** present information about myself, my learning and Classical events using a mixture of practiced or memorized words, phrases and simple sentences.	***I can*** present information about my life, learning and Classical events, using simple sentences across various time frames most of the time.

EXAMPLES: Speaking

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can … (customize with specific content).	***I can … (customize with specific content).***	***I can … (customize with specific content).***
I can introduce myself and tell how old I am.	***I can*** describe my family and their relationships, including what they look like, with the aid of visuals.	***I can*** compare my family to that of a typical Roman or Greek family.
I can list some members of a Roman family and their basic relationships, including slaves.	***I can*** describe a character from a narrative I have read.	***I can*** describe some Roman or Greek occupations, their attributes, and what social classes engaged in them.
I can show the location of important cities on a map of the Roman empire.	***I can*** describe the elements of a Roman or Greek building.	***I can*** describe my family members, their attributes, and some of their likes and dislikes.
I can list some of the major activities in Roman or Greek daily life.	***I can*** compare my house to a typical Roman villa.	***I can*** name some elements of my town/city on an aerial map.
I can list some subjects taught by Romans and Greeks in school.	***I can*** compare foods I like to Roman or Greek foods.	***I can*** talk about my pet(s) and compare them to Roman or Greek equivalents.

EXAMPLES: Writing

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can … (customize with specific content).	***I can … (customize with specific content).***	***I can … (customize with specific content).***
I can write out basic information about myself and my family members.	***I can*** write a description of my physical characteristics and personality.	***I can*** write a summary of a passage that I have read.
I can write a list of basic structures found in a Roman forum or a Greek agora.	***I can*** describe the roles of the members of a Roman family.	***I can*** write an alternative ending for a story.
I can label the main structures in a typical Roman or Greek city.	***I can*** write out the relationships of major Roman or Greek deities.	***I can*** compose a dialogue between two Roman or Greek people.
I can write some attributes of Roman or Greek deities.	***I can*** caption a photo of my family, their relationships to me, and their major likes and dislikes.	***I can*** write the sequence of events from a story I have read.

EXAMPLES: Writing

I can list some Roman or Greek weaponry and/or armor.	***I can*** write out some descriptions of Roman or Greek weapons and their purpose.	***I can*** write a dialogue between two soldiers in the middle of a battle.

PRESENTATIONAL COMMUNICATION–**CLASSICAL LANGUAGES**
PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

NOVICE

PROFICIENCY BENCHMARK

I can present information on very familiar topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken or written language.

How can I present information to
give an opinion or persuasive argument*?*

PERFORMANCE INDICATORS

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can express my very basic opinions using practiced or memorized words and phrases, with the help of gestures or visuals.	***I can*** express opinions on very familiar topics, using a mixture of practiced or memorized words, phrases and simple sentences.	***I can*** express my opinions on familiar topics, using simple sentences across various time frames most of the time.

EXAMPLES: Speaking

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can … (customize with specific content).	***I can … (customize with specific content).***	***I can … (customize with specific content).***
I can list Roman or Greek places I want to visit on a vacation to Europe, the Middle East, or North Africa.	***I can*** recommend Roman or Greek cities that my classmates should visit, using a map.	***I can*** create a spoken dialogue based on a narrative I have read.
I can look at a picture of Roman or Greek food and name foods I like or dislike.	***I can*** state reasons why I like or dislike characters in a story series I have heard or read.	***I can*** provide an alternate ending to a storyline about Roman or Greek characters.
I can state some activities which I enjoy.	***I can*** make recommendations about Roman or Greek foods my classmates should try.	***I can*** show where to find certain buildings in a Roman forum or a Greek agora.
I can name some Roman or Greek animals in a picture.	***I can*** state which Roman or Greek events would be best to see.	***I can*** use a chart to explain which Roman or Greek deities are the best patrons for certain activities.
I can list some Roman or Greek activities I would like to attend.	***I can*** state which subjects I would most like to study in a Roman or Greek school.	***I can*** use a map to tell what activities classmates could do at the Roman baths.

EXAMPLES: Writing

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can … (customize with specific content).	***I can … (customize with specific content).***	***I can … (customize with specific content).***
I can label a map of the Roman Empire with some places I would like to visit.	***I can*** state which Roman or Greek sports I like best and why.	***I can*** write a dialogue in which two characters argue about a situation.
I can give some positive and negative characteristics about myself and/or others.	***I can*** describe my favorite character from a story.	***I can*** write why characters in a story I have read should take a particular course of action.
I can list some things I like and dislike about characters I have read about.	***I can*** write an alternative ending to a story as I think it should have happened.	***I can*** explain why one candidate for office is better than another.
I can write a list of gods/goddesses I like and dislike.		

EXAMPLES: Writing

I can label the things I like and dislike in a picture of Roman or Greek artifacts.	***I can*** write a brief dialogue in which one character tries to convince another character. ***I can*** make a campaign poster for a Roman or Greek candidate.	***I can*** write about what kind of house I would live in if I lived in Rome or Greece. ***I can*** write what course of action I would take in a given situation and why.

PRESENTATIONAL COMMUNICATION–**CLASSICAL LANGUAGES**
PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

NOVICE

PROFICIENCY BENCHMARK

I can present information on very familiar topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken or written language.

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

PERFORMANCE INDICATORS

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can name very familiar people, places, and objects using practiced or memorized words and phrases, with the help of gestures or visuals.	***I can*** present on very familiar topics using a mixture of practiced or memorized words, phrases and simple sentences.	***I can*** present on familiar topics, using simple sentences across various time frames most of the time.

EXAMPLES: Speaking

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can … (customize with specific content).	***I can … (customize with specific content).***	***I can … (customize with specific content).***
I can list the major social classes of Rome or Greece.	***I can*** state some names and details of animals common in the Roman or Greek world.	***I can*** talk about the basic elements of Roman or Greek education.
I can name some typical Roman or Greek buildings.	***I can*** state the major cities in a Roman province and some of their elements.	***I can*** present information on something I learned about in another class and relate it to Roman or Greek equivalents.
I can name some typical Roman or Greek activities.	***I can*** identify the major Greek city-states on a map.	***I can*** describe the typical day of a Roman or Greek person of a particular social class.
I can list Roman or Greek political offices.	***I can*** describe some elements of Roman or Greek religion.	***I can*** talk about the Roman patron-client system.
I can name Roman or Greek gods based on their representations in a picture.	***I can*** describe some elements of Roman or Greek entertainment.	***I can*** present a dramatic first-person rendering of a Roman or Greek event.

EXAMPLES: Writing

NOVICE LOW	NOVICE MID	NOVICE HIGH
I can … (customize with specific content).	***I can … (customize with specific content).***	***I can … (customize with specific content).***
I can list some common Roman or Greek artifact types.	***I can*** draw and label a map of a Roman or Greek town.	***I can*** compose a dialogue between two Roman or Greek people of different social classes.
I can label some of the elements on a Roman or Greek temple.	***I can*** write a description of a Roman bath and the activities that occur there.	***I can*** write directions from one point in a Roman or Greek city to another.
I can list the names of some minor Roman or Greek gods and some of their attributes.	***I can*** write an account of a Roman gladiatorial event.	***I can*** write a description of a Roman or Greek sporting event.
I can fill in the names of major Roman or Greek places on a map.	***I can*** write an account of a Greek battle.	***I can*** write a description of a Roman or Greek mythological event.

EXAMPLES: Writing

I can rank the members of Roman or Greek society by their gender and social class.	***I can*** write a dialogue between two people at a Roman or Greek event.	***I can*** write my own myth.

INTERCULTURAL INTERPRETATION–**CLASSICAL LANGUAGES**
PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

NOVICE

INVESTIGATE
Investigate Products And Practices To Understand Cultural Perspectives

PROFICIENCY BENCHMARK

In my own and Roman or Greek culture ***I can*** identify products and practices to help me understand perspectives.

PRODUCTS	***PRACTICES***
PERFORMANCE INDICATOR	PERFORMANCE INDICATOR
In my own and Roman or Greek culture, ***I can*** identify some typical products related to familiar everyday life.	In my own and Roman or Greek culture, ***I can*** identify some typical practices related to familiar everyday life.

CONNECT
Connect Classical Cultures To Other Cultures Across Time And Space

PROFICIENCY BENCHMARK

I can connect elements of Classical cultures to other cultures around the world up to the modern day.

LANGUAGE	***CULTURE***
PERFORMANCE INDICATOR	PERFORMANCE INDICATOR
I can connect elements of the Latin or Greek language to modern equivalents, including those on which other cultures rely.	***I can*** connect elements of Classical culture to other cultures across time and space, including elements on which other cultures rely.

EXAMPLES: Linking Investigation and Connection
I can … (customize with specific content).

INVESTIGATE	***I can*** identify locations in which the Romans and Greeks bought things, how culture affected where they shopped, and how these elements compare to the modern day.
CONNECT	***I can*** identify some traditional products and show how and why they increase in demand and are traded across multiple cultures.
INVESTIGATE	***I can*** identify familiar Roman or Greek landmarks and monuments, what they represented to people, and how these elements compare to the modern day.
CONNECT	In my own and Roman or Greek culture, ***I can*** identify typical elements used in landmarks and monuments.
INVESTIGATE	***I can*** identify typical Roman or Greek forms of entertainment and link them to their purpose.
CONNECT	In my own and Roman or Greek culture, ***I can*** identify aspects of entertainment and people's attitudes toward them.
INVESTIGATE	***I can*** identify some aspects of Roman or Greek education, how levels of education reflected social status and gender, and how these aspects compare to the modern day.
CONNECT	In my own and Roman or Greek culture, ***I can*** identify some products that reveal stereotypes or exaggerated views of a culture.

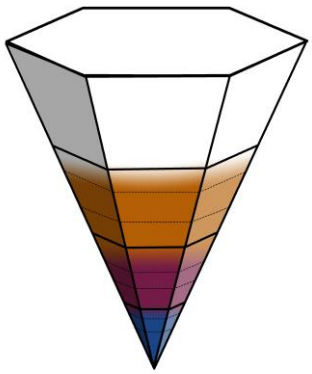
EXAMPLES: Linking Investigation and Connection
I can … (customize with specific content).

INVESTIGATE	***I can*** identify some well-known Roman or Greek authors and their major works.
CONNECT	In my own and Roman or Greek culture, ***I can*** identify some Roman or Greek literary influences on modern authors and their works.
INVESTIGATE	***I can*** identify the members of a typical Roman extended family, including enslaved members.
CONNECT	In my own and Roman or Greek cultures, ***I can*** identify whom people consider to be part of their family.
INVESTIGATE	***I can*** identify geographical forms in the Roman or Greek world and compare their effects on control of natural resources with those of the modern day.
CONNECT	In my own and Roman or Greek cultures, ***I can*** identify how, what and why people eat what they do.
INVESTIGATE	***I can*** identify how the Romans or Greeks categorized time, how their concept of time was limited by their technology, and how these aspects compare to the modern day.
CONNECT	In my own and Roman or Greek cultures, ***I can*** identify how people count and measure.
INVESTIGATE	***I can*** identify how and why the Romans or Greeks chose to travel.
CONNECT	In my own and Roman or Greek cultures, ***I can*** identify how people travel from one place to another, and why they choose to travel this way.
INVESTIGATE	***I can*** identify basic Roman or Greek deities and the religious practices associated with them.
CONNECT	In my own and Roman or Greek cultures, ***I can*** identify how and why religious practices are developed.
INVESTIGATE	***I can*** identify some aspects of Roman or Greek education, how levels of education reflected social status and gender, and how these aspects compare to the modern day.
CONNECT	In my own and Roman or Greek cultures, ***I can*** identify some traditional practices and how and why they become institutionalized across multiple cultures.

Back to Contents

INTERMEDIATE Can-Do Statements for Classical Languages

	NOVICE PROFICIENCY BENCHMARK	INTERMEDIATE PROFICIENCY BENCHMARK	ADVANCED PROFICIENCY BENCHMARK
INTERPRETIVE COMMUNICATION	*I can* identify the general topic and some basic information on familiar topics by recognizing practiced or memorized words, phrases, and simple sentences in Latin or Greek texts that are spoken or written.	***I can*** identify the main idea and supporting details on familiar topics in adapted-authentic or authentic Latin or Greek texts that are spoken or written.	*I can* discuss the main message, supporting details, and cultural context across various time frames in a wide variety of complex, authentic Latin or Greek texts that are spoken or written, and make comparisons to other texts that I have read or heard.
INTERPERSONAL COMMUNICATION	*I can* communicate in spontaneous spoken or written conversations on very familiar topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.	***I can*** participate in spontaneous spoken or written conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.	*I can* participate in spontaneous written and simpler spoken conversations and discussions across various time frames on familiar and unfamiliar topics pertaining to the Classical world, using a series of connected sentences and questions to convey meaning.
PRESENTATIONAL COMMUNICATION	*I can* present information on very familiar topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken or written language.	***I can*** communicate information, make presentations, and express my thoughts about familiar topics relating to the Classical world, using sentences and series of connected sentences through spoken or written language.	*I can* deliver detailed and organized presentations on a variety of topics relating to the Classical world, using paragraphs and various time frames through spoken or written language.
INTERCULTURAL INTERPRETATION **INVESTIGATE**	In my own and Roman or Greek culture *I can* identify products and practices to help me understand perspectives.	In my own and Roman or Greek culture ***I can*** make comparisons between products and practices to help me understand perspectives.	In my own and Roman or Greek culture *I can* explain the diversity among products and practices and how it influences perspectives in Classical and other cultures.
INTERCULTURAL INTERPRETATION **CONNECT**	*I can* connect elements of Classical cultures to other cultures around the world up to the modern day.	***I can*** connect products, practices, and perspectives of Classical cultures to those of other cultures around the world up to the modern day.	*I can* explain the diversity of products, practices, and perspectives across a wide range of cultures around the world up to the modern day.



INTERPRETIVE COMMUNICATION–**CLASSICAL LANGUAGES**
PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

Intermediate

PROFICIENCY BENCHMARK
I can identify the main idea and supporting details on familiar topics in adapted-authentic or authentic Latin or Greek texts that are spoken or written.

*What can I understand, interpret, or analyze in adapted-authentic or authentic **narrative texts and letters**?*

PERFORMANCE INDICATORS		
INTERMEDIATE LOW	**INTERMEDIATE MID**	**INTERMEDIATE HIGH**
I can identify the main idea and supporting details across various time frames, and make inferences for unfamiliar vocabulary, in adapted-authentic Latin or Greek narrative texts or letters.	***I can*** identify the main idea and some supporting details across various time frames, and make inferences for unfamiliar vocabulary, in more complex authentic Latin or Greek narrative texts or letters.	***I can*** identify the main idea and most supporting details across various time frames, and make inferences for unfamiliar vocabulary, in authentic Latin or Greek narrative texts or letters.

*What can I understand, interpret, or analyze in adapted-authentic or authentic **poems and inscriptions**?*

PERFORMANCE INDICATORS		
INTERMEDIATE LOW	**INTERMEDIATE MID**	**INTERMEDIATE HIGH**
I can identify the main idea and supporting details across various time frames, and make inferences for unfamiliar vocabulary, in adapted-authentic or simple Latin or Greek poems or inscriptions.	***I can*** identify the main idea and some supporting details across various time frames, and make inferences for unfamiliar vocabulary, in more complex authentic Latin or Greek poems or inscriptions.	***I can*** identify the main idea and most supporting details across various time frames, and make inferences for unfamiliar vocabulary, in authentic Latin or Greek poems or inscriptions.

*What can I understand, interpret, or analyze in adapted-authentic or authentic **conversations and dialogues**?*

PERFORMANCE INDICATORS		
INTERMEDIATE LOW	**INTERMEDIATE MID**	**INTERMEDIATE HIGH**
I can identify the main idea and supporting details across various time frames, and make inferences for unfamiliar vocabulary, in adapted-authentic Latin or Greek conversations, reported speech, or dialogues.	***I can*** identify the main idea and some supporting details across various time frames, and make inferences for unfamiliar vocabulary, in simple authentic Latin or Greek conversations or dialogues.	***I can*** identify the main idea and most supporting details across various time frames, and make inferences for unfamiliar vocabulary, in authentic Latin or Greek conversations or dialogues.

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 knowledge; and
c) the ability 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.

INTERPRETIVE COMMUNICATION–**CLASSICAL LANGUAGES**
PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

Intermediate

PROFICIENCY BENCHMARK

I can identify the main idea and supporting details on familiar topics in adapted-authentic or authentic Latin or Greek texts that are spoken or written.

*What can I understand, interpret, or analyze in adapted-authentic or authentic **narrative texts and letters**?*

PERFORMANCE INDICATORS

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
I can identify the main idea and supporting details across various time frames, and make inferences for unfamiliar vocabulary, in adapted-authentic Latin or Greek narrative texts or letters.	***I can*** identify the main idea and some supporting details across various time frames, and make inferences for unfamiliar vocabulary, in more complex authentic Latin or Greek narrative texts or letters.	***I can*** identify the main idea and most supporting details across various time frames, and make inferences for unfamiliar vocabulary, in authentic Latin or Greek narrative texts or letters.

EXAMPLES: Written

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
I can … (customize with specific content). ***I can*** identify the main topic of a storyline. ***I can*** predict what characters will do in a narrative story. ***I can*** identify what events occurred in a story and order them correctly on a timeline. ***I can*** identify the scene and setting of a narrative. ***I can*** identify the relationships between characters in a story.	***I can … (customize with specific content).*** ***I can*** discuss the sequence of events in a story. ***I can*** summarize most of what was said between characters in a story. ***I can*** discuss the characteristics of individuals in a story. ***I can*** recognize common conventions in letters between friends. ***I can*** discuss the main idea and supporting details of letters I read.	***I can … (customize with specific content).*** ***I can*** summarize the main idea of an authentic Latin or Greek narrative and identify supporting details. ***I can*** recount the order of events in an authentic Latin or Greek narrative. ***I can*** discuss typical elements in the genre of letter-writing, using an authentic Latin or Greek letter as an example. ***I can*** discuss how characters in an authentic Latin or Greek narrative express values typical of Romans or Greeks. ***I can*** discuss how Romans or Greeks viewed other peoples based on evidence I find in an authentic text.

EXAMPLES: Spoken, Viewed or Signed

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
I can … (customize with specific content). ***I can*** follow the main idea in a story I hear read aloud. ***I can*** identify main characters and their attributes in a story. ***I can*** predict the meaning of unfamiliar words based on my knowledge of other	***I can … (customize with specific content).*** ***I can*** identify the sequence of events in a story. ***I can*** express my understanding of the characteristics of heroes in a story I hear read aloud.	***I can … (customize with specific content).*** ***I can*** express my understanding of what is said between characters in an authentic text. ***I can*** relate the elements of an authentic letter I hear to modern-day equivalents.

EXAMPLES: Spoken, Viewed or Signed

Latin or Greek words and English cognates. ***I can*** identify major conflicts between characters in a story I hear. ***I can*** identify the beginning, middle and end of a narrative I hear.	***I can*** express my understanding of the characteristics of protagonists in Roman or Greek myths. ***I can*** write a summary of a story that I hear, including some details and descriptions of characters. ***I can*** report the gist of a conversation between characters in a story.	***I can*** connect Roman or Greek attitudes toward war as expressed in authentic texts to modern-day equivalents. ***I can*** discuss Roman or Greek attitudes toward religion as expressed in authentic texts and relate them to modern-day equivalents. ***I can*** identify some figures of literary style used in authentic letters and narratives.

INTERPRETIVE COMMUNICATION–**CLASSICAL LANGUAGES**
PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

Intermediate

PROFICIENCY BENCHMARK
I can identify the main idea and supporting details on familiar topics in adapted-authentic or authentic Latin or Greek texts that are spoken or written.

*What can I understand, interpret, or analyze in adapted-authentic or authentic **poems and inscriptions**?*

PERFORMANCE INDICATORS		
INTERMEDIATE LOW	**INTERMEDIATE MID**	**INTERMEDIATE HIGH**
I can identify the main idea and supporting details across various time frames, and make inferences for unfamiliar vocabulary, in adapted-authentic or simple Latin or Greek poems or inscriptions.	***I can*** identify the main idea and some supporting details across various time frames, and make inferences for unfamiliar vocabulary, in more complex authentic Latin or Greek poems or inscriptions.	***I can*** identify the main idea and most supporting details across various time frames, and make inferences for unfamiliar vocabulary, in authentic Latin or Greek poems or inscriptions.

EXAMPLES: Written

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
I can … (customize with specific content). ***I can*** identify the basic topic of a poem or inscription. ***I can*** identify some supporting details in a poem or inscription. ***I can*** identify the basic metrical scheme of a poem and how metrics can aid in comprehension. ***I can*** identify some figures of literary style in poetry. ***I can*** compare Latin or Greek poetry or inscriptions to some modern equivalents.	***I can … (customize with specific content).*** ***I can*** identify the main idea and some supporting details of simple authentic Latin or Greek poetry or inscriptions. ***I can*** identify the metrical scheme of a simple authentic Latin or Greek poem and how metrics can aid in comprehension. ***I can*** identify figures of literary styles in simple authentic Latin or Greek poems and compare these to some prose examples. ***I can*** compare themes of simple authentic Latin or Greek poems or inscriptions to other examples I have read in other languages. ***I can*** identify how word-pattern devices in simple authentic Latin or Greek poems can aid in comprehension.	***I can … (customize with specific content).*** ***I can*** identify the main idea and some supporting details of more complex authentic Latin or Greek poetry or inscriptions. ***I can*** identify the metrical scheme of a more complex authentic Latin or Greek poem and how metrics can aid in comprehension. ***I can*** identify figures of literary styles in more complex authentic Latin or Greek poems and compare these to some prose examples. ***I can*** compare themes of more complex authentic Latin or Greek poems or inscriptions to other examples I have read in other languages. ***I can*** identify how word-pattern devices in more complex authentic Latin or Greek poems can aid in comprehension.

EXAMPLES: Spoken, Viewed, or Signed

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
I can … (customize with specific content).	***I can … (customize with specific content).***	***I can … (customize with specific content).***

EXAMPLES: Spoken, Viewed, or Signed

I can identify the basic topic of a simple poem or inscription I hear read aloud. ***I can*** identify some details in a simple poem I hear read aloud. ***I can*** articulate patterns of words in a simple poem I hear read aloud. ***I can*** identify figures of literary style in simple poems I hear read aloud. ***I can*** compare themes of simple poems or inscriptions to other examples I have heard in different languages.	***I can*** identify the basic topic of a simple authentic poem or inscription I hear read aloud. ***I can*** identify some details in a simple authentic poem I hear read aloud. ***I can*** articulate patterns of words in a simple authentic poem I hear read aloud. ***I can*** identify figures of literary style in simple authentic poems I hear read aloud. ***I can*** compare themes of simple authentic poems or inscriptions to other examples I have heard in different languages.	***I can*** identify the main idea of a more complex authentic poem or inscriptions I hear read aloud. ***I can*** identify some details in a more complex authentic poem or inscription I hear read aloud. ***I can*** articulate patterns of words in a more complex authentic poem I hear read aloud. ***I can*** identify figures of literary style in more complex authentic poems I hear read aloud. ***I can*** compare themes of more complex authentic poems or inscriptions to other examples I have heard in different languages.

INTERPRETIVE COMMUNICATION–**CLASSICAL LANGUAGES**
PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

Intermediate

PROFICIENCY BENCHMARK

I can identify the main idea and supporting details on familiar topics in adapted-authentic or authentic Latin or Greek texts that are spoken or written.

*What can I understand, interpret, or analyze in adapted-authentic or authentic **conversations and dialogues**?*

PERFORMANCE INDICATORS

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
I can identify the main idea and supporting details across various time frames, and make inferences for unfamiliar vocabulary, in adapted-authentic Latin or Greek conversations, reported speech, or dialogues.	***I can*** identify the main idea and some supporting details across various time frames, and make inferences for unfamiliar vocabulary, in simple authentic Latin or Greek conversations or dialogues.	***I can*** identify the main idea and most supporting details across various time frames, and make inferences for unfamiliar vocabulary, in authentic Latin or Greek conversations or dialogues.

EXAMPLES: Written

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
I can … (customize with specific content). ***I can*** identify the topic of a conversation or dialogue. ***I can*** identify the place, time, and purpose that someone mentions in a conversation or dialogue. ***I can*** identify basic questions and answers I read in a conversation or dialogue. ***I can*** identify biases and preferences of individuals in a conversation or dialogue. ***I can*** identify some social conventions used in conversations or dialogues.	***I can … (customize with specific content).*** ***I can*** identify the topic and some supporting details of a conversation or dialogue. ***I can*** show what an individual in a conversation or dialogue uses to persuade listeners to a point of view. ***I can*** relate biases and preferences of individuals in a conversation or dialogue to modern equivalents. ***I can*** discuss some social conventions expressed in conversations or dialogues and relate them to modern equivalents. ***I can*** understand and convey most of what is said in a dialogue among characters in a play.	***I can … (customize with specific content).*** ***I can*** identify the topic and some supporting details of an authentic Latin or Greek dialogue. ***I can*** show what an individual in an authentic Latin or Greek dialogue uses to persuade listeners to a point of view. ***I can*** relate biases and preferences of individuals in an authentic Latin or Greek dialogue to modern equivalents. ***I can*** discuss some social conventions expressed in authentic Latin or Greek dialogues and relate them to modern equivalents. ***I can*** understand and convey most of what is said in an authentic Latin or Greek dialogue among characters in a play.

EXAMPLES: Spoken, Viewed, or Signed

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
I can … (customize with specific content). ***I can*** identify the topic in a conversation or dialogue I hear spoken. ***I can*** identify some places, times, and purpose that someone mentions in a spoken conversation or dialogue.	***I can … (customize with specific content).*** ***I can*** identify the topic and some supporting details of a spoken conversation or dialogue.	***I can … (customize with specific content).*** ***I can*** identify the topic and some supporting details of an authentic Latin or Greek dialogue that I hear. ***I can*** identify some persuasive techniques that an individual in an authentic Latin or

EXAMPLES: Spoken, Viewed, or Signed

I can identify basic questions and answers I hear in a conversation or dialogue. ***I can*** identify some social conventions used in spoken conversations or dialogues. ***I can*** identify some social classes of individuals in spoken conversations or dialogues.	***I can*** identify some persuasive techniques used by an individual in a spoken conversation or dialogue. ***I can*** identify some biases and preferences of individuals in a spoken conversation or dialogue. ***I can*** identify some social conventions expressed in spoken conversations or dialogues and relate them to modern equivalents. ***I can*** understand and convey much of what is said in a spoken dialogue among characters in a play.	Greek spoken dialogue uses to persuade listeners to a point of view. ***I can*** identify some biases and preferences of individuals in an authentic Latin or Greek spoken dialogue. ***I can*** identify some social conventions expressed in authentic Latin or Greek dialogues and relate them to modern equivalents. ***I can*** summarize most of what is said in an authentic Latin or Greek spoken dialogue among characters in a play.

INTERPERSONAL COMMUNICATION–**CLASSICAL LANGUAGES**
PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

Intermediate

PROFICIENCY BENCHMARK
I can participate in spontaneous spoken or written conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.

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

PERFORMANCE INDICATORS		
INTERMEDIATE LOW	**INTERMEDIATE MID**	**INTERMEDIATE HIGH**
I can request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions.	I can exchange information in conversations on familiar topics and topics relating to my learning about the Classical world, creating sentences and series of sentences and asking a variety of follow-up questions.	I can exchange information in conversations and some discussions on a variety of familiar and topics about the Classical world, using more complex sentences and asking a variety of questions, often across various time frames.

*How can I **express, react to, and support preferences and opinions about my learning about the Classical world** in conversations?*

PERFORMANCE INDICATORS		
INTERMEDIATE LOW	**INTERMEDIATE MID**	**INTERMEDIATE HIGH**
I can express, ask about, and react with some details to preferences, feelings, or opinions relating to the Classical world, by creating simple sentences and asking appropriate follow-up questions.	I can exchange preferences, feelings, or opinions on a variety of topics relating to the Classical world, creating sentences and series of sentences and asking a variety of follow-up questions.	I can exchange preferences, opinions, and emotions on a variety of topics and situations relating to the Classical world, using more complex sentences and asking a variety of questions, often across various time frames.

INTERPERSONAL COMMUNICATION–**CLASSICAL LANGUAGES**
PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

Intermediate

PROFICIENCY BENCHMARK

I can participate in spontaneous spoken or written conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.

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

PERFORMANCE INDICATORS

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
I can request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions.	I can exchange information in conversations on familiar topics and topics relating to my learning about the Classical world, creating sentences and series of sentences and asking a variety of follow-up questions.	I can exchange information in conversations and some discussions on a variety of familiar and topics about the Classical world, using more complex sentences and asking a variety of questions, often across various time frames.

EXAMPLES: Speaking/Listening

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
I can … (customize with specific content).	***I can … (customize with specific content).***	***I can … (customize with specific content).***
I can introduce myself and my family, giving a description of each member.	***I can*** share with a partner about attributes of characters we have read about.	***I can*** ask and answer detailed questions about a spoken presentation.
I can participate in a group conversation about a topic I have learned.	***I can*** discuss about social conventions of the Romans or Greeks and relate them to our own.	***I can*** talk with a partner about Roman or Greek forms of entertainment and compare them to modern activities.
I can ask and answer questions about myself and people I know.	***I can*** act as Romans or Greeks in a dialogue about daily life.	***I can*** list with a partner some important products of the Roman Empire and where they were produced, using graphics and maps as needed.
I can have a conversation about the elements of classmates' presentations.	***I can*** talk with a partner about Roman or Greek forms of entertainment using some examples.	***I can*** participate in a discussion about Roman or Greek foods as represented in art.
I can ask and answer questions about a party we have had in class.	***I can*** work with a partner to list activities Romans or Greeks can engage in while visiting relatives in another city.	***I can*** use a Roman or Greek artifact as a springboard for discussion about the culture that produced it.

EXAMPLES: Writing/Reading

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
I can … (customize with specific content).	***I can … (customize with specific content).***	***I can … (customize with specific content).***
I can text or use a chat platform to discuss a reading we have done in class.	***I can*** discuss on a forum the main idea of a text that we have read in class.	***I can*** discuss with a partner aspects of a Roman or Greek text that we have read.
I can share with a partner on a discussion forum what we do to stay healthy.	***I can*** ask and answer some questions about a presentation using details and examples.	***I can*** ask and answer detailed questions about a presentation.

EXAMPLES: Writing/Reading

I can ask and answer questions about a presentation on a discussion forum. ***I can*** discuss with a partner what sites in the Roman or Greek world we want to visit. ***I can*** text with a friend about the contrasts and similarities between Graeco-Roman and modern forms of entertainment.	***I can*** write a dialogue with a partner in which we talk about a visit to relatives in another province. ***I can*** discuss with a partner some similarities and differences between Roman or Greek attitudes toward health and those my own culture. ***I can*** discuss on a forum about Roman or Greek attitudes toward slaves.	***I can*** discuss with a partner the author's purpose in a text we read for class, using examples from the text to support. ***I can*** compare Roman or Greek attitudes toward slavery with those of the modern day on an online forum. ***I can*** compare Roman or Greek attitudes toward women with those of the modern day on an online forum.

INTERPERSONAL COMMUNICATION–**CLASSICAL LANGUAGES**
PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

Intermediate

PROFICIENCY BENCHMARK

I can participate in spontaneous spoken or written conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.

*How can I **express, react to, and support preferences and opinions about my learning about the Classical world** in conversations?*

PERFORMANCE INDICATORS

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
I can express, ask about, and react with some details to preferences, feelings, or opinions relating to the Classical world, by creating simple sentences and asking appropriate follow-up questions.	I can exchange preferences, feelings, or opinions on a variety of topics relating to the Classical world, creating sentences and series of sentences and asking a variety of follow-up questions.	I can exchange preferences, opinions, and emotions on a variety of topics and situations relating to the Classical world, using more complex sentences and asking a variety of questions, often across various time frames.

EXAMPLES: Speaking/Listening

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
I can … (customize with specific content).	***I can … (customize with specific content).***	***I can … (customize with specific content).***
I can tell a partner my preferences about a topic relating to Rome or Greece.	***I can*** discuss comparisons between Roman or Greek education and that of the modern day.	***I can*** list with a partner the Roman kings and discuss their basic accomplishments.
I can ask and answer questions about what Roman or Greek foods I prefer to eat.	***I can*** discuss with a partner where the Romans or Greeks fought wars and enumerate some reasons why.	***I can*** list with a partner some places Rome or Greece conquered, using a map, and why they decided to conquer.
I can role play with a partner about my preferred activities in the Roman baths.	***I can*** list with a partner some Roman or Greek weapons or armor and talk about their function.	***I can*** list with a partner some aspects of Roman or Greek games and discuss their purpose.
I can ask and answer questions about which places I and a partner prefer to visit in the Roman or Greek world by using a map.	***I can*** enumerate with a partner Roman or Greek values and relate some to modern equivalents.	***I can*** discuss with a group characteristics of good leadership, using Roman or Greek and modern examples.
I can discuss about Roman or Greek politics, stating which of several candidates I prefer.	***I can*** discuss with a partner some characteristics of Roman or Greek rulers.	***I can*** discuss with a group Roman or Greek control of territories and its impact on other peoples.

EXAMPLES: Writing/Reading

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
I can … (customize with specific content).	***I can … (customize with specific content).***	***I can … (customize with specific content).***
I can discuss on an online forum about which Roman or Greek festivals or games I like and some reasons why.	***I can*** discuss on an online forum about Roman or Greek religious beliefs and relate them to modern equivalents.	***I can*** discuss with a partner on a forum Roman or Greek views of "the other" and relate them to modern equivalents.
I can chat with a friend about Roman or Greek religious practices.	***I can*** discuss in a group about Roman or Greek social conventions and relate them to modern practices.	***I can*** share my views about Roman or Greek attitudes and practices regarding

EXAMPLES: Writing/Reading

I can discuss in a roundtable about the rights of social classes in Rome or Greece. ***I can*** discuss with a partner some attributes of mythological characters I have learned about. ***I can*** discuss with a group on an online forum about some basic aspects of Roman or Greek education.	***I can*** collaborate with a partner to create a list of attributes of a Roman or Greek mythological character and some comparisons to modern equivalents. ***I can*** exchange opinions about Roman or Greek attitudes toward various social classes. ***I can*** discuss with a group on an online forum about some basic similarities/differences of Roman or Greek education compared with the modern day.	women and relate them to modern equivalents. ***I can*** make comparisons between Roman or Greek architectural elements and relate them to modern equivalents. ***I can*** discuss some aspects of Roman or Greek propaganda and relate them to modern equivalents. ***I can*** use a text as a springboard for discussion of Roman or Greek values.

PRESENTATIONAL COMMUNICATION–**CLASSICAL LANGUAGES**
PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

Intermediate

PROFICIENCY BENCHMARK
I can communicate information, make presentations, and express my thoughts about familiar topics relating to the Classical world, using sentences and series of connected sentences through spoken or written language.

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

PERFORMANCE INDICATORS		
INTERMEDIATE LOW	**INTERMEDIATE MID**	**INTERMEDIATE HIGH**
I can present information about my life, learning, and events, using simple sentences.	I can tell a story about my life, learning, events and other social experiences, using sentences and series of connected sentences.	I can tell stories about the Classical world and connect them to modern events, using a few short paragraphs, often across various time frames.

How can I present information to
give an opinion or persuasive argument*?*

PERFORMANCE INDICATORS		
INTERMEDIATE LOW	**INTERMEDIATE MID**	**INTERMEDIATE HIGH**
I can express my opinions on familiar topics and topics relating to the Classical world, and explain why I feel that way, using simple sentences.	I can state my viewpoint about familiar topics and topics relating to the Classical world, and give some reasons to support it, using sentences and series of connected sentences.	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.

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

PERFORMANCE INDICATORS		
INTERMEDIATE LOW	**INTERMEDIATE MID**	**INTERMEDIATE HIGH**
I can present on familiar topics and topics relating to the Classical world, using simple sentences.	I can give straightforward presentations on a variety of familiar topics and topics relating to the Classical world, using sentences and series of connected sentences.	I can give detailed presentations on a variety of familiar topics and topics relating to the Classical world, using a few short paragraphs, often across various time frames.

PRESENTATIONAL COMMUNICATION–**CLASSICAL LANGUAGES**
PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

Intermediate

PROFICIENCY BENCHMARK

I can communicate information, make presentations, and express my thoughts about familiar topics relating to the Classical world, using sentences and series of connected sentences through spoken or written language.

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

PERFORMANCE INDICATORS

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
I can present information about my life, learning, and events, using simple sentences.	I can tell a story about my life, learning, events and other social experiences, using sentences and series of connected sentences.	I can tell stories about the Classical world and connect them to modern events, using a few short paragraphs, often across various time frames.

EXAMPLES: Speaking

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
I can … (customize with specific content).	***I can … (customize with specific content).***	***I can … (customize with specific content).***
I can make simple comparisons of a variety of people, including friends and family members.	***I can*** make detailed comparisons of people, including physical and other characteristics.	***I can*** compare a Roman or Greek political figure to a modern equivalent, enumerating their policies and motivations.
I can retell a story that I've heard or read.	***I can*** make a recommendation about a movie or a book and tell why I feel that way.	***I can*** talk about my favorite Roman or Greek text and give reasons why I prefer it.
I can compose a short narrative using a variety of time frames.	***I can*** compose a short poem using some figures of literary style.	***I can*** compose a poem that uses figures of literary style and some correct metrical patterns.
I can give a brief description of my day.	***I can*** talk about some of my favorite activities and why I like to participate in them.	***I can*** compare my activities to those of other people and explain why we do them.
I can discuss a historical figure and give some details about character and accomplishments.	***I can*** compare two historical figures and discuss their similarities and differences.	***I can*** discuss some Roman or Greek social conventions and explain the reasons behind them.

EXAMPLES: Writing

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
I can … (customize with specific content).	***I can … (customize with specific content).***	***I can … (customize with specific content).***
I can summarize a text that I have read and give some details across different time frames.	***I can*** discuss a favorite book and give a brief summary of events.	***I can*** write a description of a fantasy world.
I can write a list of some places I want to visit in former Roman or Greek territory and give some details as to why.	***I can*** write about a vacation I would like to take to a place in the former Roman empire and list the particular sites I want to see.	***I can*** write a story about a Roman or Greek person's journey to another place.
		I can write a myth that has a beginning, a middle and an end.

EXAMPLES: Writing

I can summarize a mythological story I have read. ***I can*** make a presentation about a basic aspect of Roman or Greek daily life. ***I can*** make a simple comparison between a Roman or Greek historical figure and a modern equivalent.	***I can*** create a storyboard of a myth that I want to write. ***I can*** make a presentation about an aspect of Roman or Greek history that I am interested in. ***I can*** make a presentation about a particular social class in Rome or Greece and discuss how the law applied to that class.	***I can*** write a review of my favorite Roman or Greek ruler. ***I can*** write about Roman or Greek attitudes toward various members of society and relate them to modern equivalents.

Intermediate

PROFICIENCY BENCHMARK
I can communicate information, make presentations, and express my thoughts about familiar topics relating to the Classical world, using sentences and series of connected sentences through spoken or written language.

How can I present information to
give an opinion or persuasive argument*?*

PERFORMANCE INDICATORS		
INTERMEDIATE LOW	**INTERMEDIATE MID**	**INTERMEDIATE HIGH**
I can express my opinions on familiar topics and topics relating to the Classical world, and explain why I feel that way, using simple sentences.	I can state my viewpoint about familiar topics and topics relating to the Classical world, and give some reasons to support it, using sentences and series of connected sentences.	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.

EXAMPLES: Speaking

INTERMEDIATE LOW	**INTERMEDIATE MID**	**INTERMEDIATE HIGH**
I can … (customize with specific content).	***I can … (customize with specific content).***	***I can … (customize with specific content).***
I can present on a topic relating to Roman or Greek history and give some details.	***I can*** present on a topic relating to Roman or Greek history and give supporting evidence and some explanations.	***I can*** present on a topic relating to Roman or Greek history and give detailed explanations about it.
I can list various methods of Roman or Greek punishment of criminals and whether I think they were justified.	***I can*** present about Roman or Greek attitudes toward wrong-doers and how they informed their chosen punishments.	***I can*** discuss Roman or Greek methods and philosophies behind punishment of criminals.
I can present some Roman or Greek attitudes toward various social classes and whether I think those attitudes were justified.	***I can*** compare Roman or Greek attitudes toward women with those of our own day.	***I can*** explain whether I think modern cultures' treatment of women is justified or not.
I can discuss some Roman or Greek policies toward the poor or enslaved.	***I can I can*** compare Roman or Greek policies toward the poor or enslaved with those of our own day.	***I can*** explain whether I think modern cultures' attitudes toward the poor are justified or not.
I can list some places the Romans or Greeks conquered and tell whether I think those conquests were justified or not.	***I can*** compare Roman or Greek conquests of other countries with those of the modern day.	***I can*** explain whether I think modern countries are justified in their acts of aggression toward other countries.

EXAMPLES: Writing

INTERMEDIATE LOW	**INTERMEDIATE MID**	**INTERMEDIATE HIGH**
I can … (customize with specific content).	***I can … (customize with specific content).***	***I can … (customize with specific content).***
I can tell how I feel about the religious practices of the Romans or Greeks.	***I can*** present details and some explanations about an aspect of Roman or Greek religion that I find interesting.	***I can*** explain my opinions about a particular aspect of Roman or Greek religious policy.
I can give my interpretation of a Roman or Greek battle.	***I can*** discuss whether I felt a Roman or Greek battle or war was justified.	***I can*** explain my views of Roman or Greek policies about warfare.

EXAMPLES: Writing

I can give some examples of Roman or Greek treatment of conquered people. ***I can*** tell how I feel about the Roman or Greek practices regarding slavery. ***I can*** tell how I feel about Roman or Greek educational practices.	***I can*** compare Roman or Greek treatment of conquered peoples with those of a modern country. ***I can*** compare Roman or Greek slavery practices with those of modern countries. ***I can*** compare Roman or Greek educational practices with those of a modern country.	***I can*** explain my views of Roman or Greek policies about conquered peoples, including whether I think it fits the modern definition of genocide. ***I can*** explain why the philosophies of the Romans or Greeks toward slavery developed as they did. ***I can*** explain my opinions about whom the Romans and Greeks chose to educate.

PRESENTATIONAL COMMUNICATION–**CLASSICAL LANGUAGES**
PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

Intermediate

PROFICIENCY BENCHMARK

I can communicate information, make presentations, and express my thoughts about familiar topics relating to the Classical world, using sentences and series of connected sentences through spoken or written language.

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

PERFORMANCE INDICATORS

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
I can present on familiar topics and topics relating to the Classical world, using simple sentences.	I can give straightforward presentations on a variety of familiar topics and topics relating to the Classical world, using sentences and series of connected sentences.	I can give detailed presentations on a variety of familiar topics and topics relating to the Classical world, using a few short paragraphs, often across various time frames.

EXAMPLES: Speaking

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
I can … (customize with specific content). ***I can*** summarize a text or poem. ***I can*** make an infographic explaining a simple Roman or Greek inscription. ***I can*** present some basic elements of Roman or Greek coinage. ***I can*** present about the basic elements of a Roman or Greek temple. ***I can*** show the conquests of the Romans or Greeks using a map.	***I can … (customize with specific content).*** ***I can*** point out to my classmates the main idea and some supporting details of a text we read aloud together. ***I can*** make a presentation explaining the conventions of Roman or Greek inscriptions, using a specific example. ***I can*** explain some of the common abbreviations found on Roman or Greek coinage. ***I can*** explain the function of some elements of a Roman or Greek temple. ***I can*** explain some specific engagements in a Roman or Greek conquest using a map.	***I can … (customize with specific content).*** ***I can*** teach my classmates about a text I choose, guiding them in discovering the main idea. ***I can*** compare a Roman or Greek inscription to a modern equivalent and explain how modern cultures use ancient conventions. ***I can*** compare an example of Roman or Greek coinage to a modern equivalent. ***I can*** compare a Roman or Greek temple to a modern equivalent, showing how architectural elements changed or remained the same. ***I can*** compare Roman or Greek conquests with a modern equivalent, using maps to support my assertions.

EXAMPLES: Writing

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
I can … (customize with specific content). ***I can*** design a comic that summarizes a Latin or Greek text I have read. ***I can*** write brief descriptions of some Roman or Greek forms of entertainment.	***I can … (customize with specific content).*** ***I can*** design a storyboard for a narrative I want to write. ***I can*** compare Roman or Greek forms of entertainment with modern equivalents. ***I can*** compose a blog post about Roman or Greek methods or materials of war.	***I can … (customize with specific content).*** ***I can*** write a narrative story using a storyboard as my basis. ***I can*** write a fictional account about a Roman or Greek form of entertainment. ***I can*** compare Roman or Greek methods or materials of war to modern equivalents.

EXAMPLES: Writing

I can write a post on a discussion forum in which I describe one Roman or Greek method or material of war. ***I can*** make a video about Roman or Greek forms of domestic architecture. ***I can*** describe the basic theme of a painting of a mythological scene.	***I can*** compare on a discussion forum Roman or Greek forms of domestic architecture with a modern equivalent. ***I can*** compare the theme of a painting of a mythological scene to a Roman or Greek source.	***I can*** make a presentation in which I discuss in detail the influences of Roman or Greek architectural elements on a modern building of my choice. ***I can*** give an in-depth analysis of the Roman or Greek source of a mythological painting.

INTERMEDIATE

INVESTIGATE
Investigate Products And Practices To Understand Cultural Perspectives

PROFICIENCY BENCHMARK

In my own and Roman or Greek culture ***I can*** make comparisons between products and practices to help me understand perspectives.

PRODUCTS	***PRACTICES***
PERFORMANCE INDICATOR	PERFORMANCE INDICATOR
In my own and Roman or Greek culture ***I can*** compare typical products related to familiar everyday life, social, political, cultural, and economic institutions.	In my own and Roman or Greek culture ***I can*** compare typical practices related to familiar everyday life, social, political, cultural, and economic institutions.

CONNECT
Connect Classical Cultures To Other Cultures Across Time And Space

PROFICIENCY BENCHMARK

I can compare products, practices, and perspectives of Classical cultures to those of other cultures around the world up to the modern day.

LANGUAGE	***CULTURE***
PERFORMANCE INDICATOR	PERFORMANCE INDICATOR
I can compare elements of the Latin or Greek language and literature to modern equivalents, including those on which other cultures rely.	***I can*** make comparisons between products, practices and perspectives of Classical culture to other cultures across time and space, including elements on which other cultures rely.

EXAMPLES: Linking Investigation and Connection
I can … (customize with specific content).

INVESTIGATE	***I can*** identify basic Roman or Greek values or philosophies and relate them to everyday life.
CONNECT	In Classical and other cultures, ***I can*** compare how values and philosophies inform everyday life.
INVESTIGATE	***I can*** identify how Roman or Greek needs or wants relate to their decisions about infrastructure.
CONNECT	In Classical and other cultures, ***I can*** compare building form and function.
INVESTIGATE	***I can*** identify the elements of Roman or Greek education and relate them to cultural values.
CONNECT	In Classical and other cultures, ***I can*** compare educational policies to determine what is valued.
INVESTIGATE	***I can*** identify how Roman or Greek attitudes toward women influenced their products and practices.
CONNECT	In Classical and other cultures, ***I can*** compare attitudes toward women and how these inform differences in cultural products and practices.
INVESTIGATE	***I can*** identify how Roman and Greek traditions and events influence art and literature.

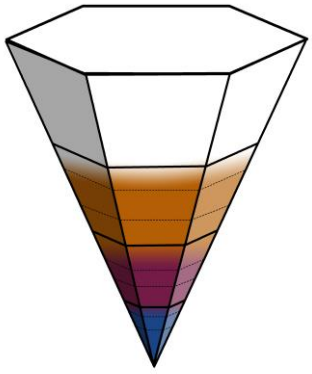
EXAMPLES: Linking Investigation and Connection
I can … (customize with specific content).

CONNECT	***I can*** discuss how Roman and Greek art and literature have impacted other cultures over time.
INVESTIGATE	***I can*** identify elements of Roman or Greek self-identity and how these elements impact practices and products.
CONNECT	***I can*** discuss the influence of Roman or Greek ruling philosophies on modern nationalist trends.
INVESTIGATE	***I can*** discuss Roman or Greek views of other peoples and how those views influenced practices.
CONNECT	In Classical and other cultures, ***I can*** compare how views of other peoples have impacted policy decisions.
INVESTIGATE	***I can*** discuss how Roman or Greek religious beliefs impacted festivals and games.
CONNECT	In Classical and other cultures, ***I can*** compare how and why the options for leisure activities vary depending on cultural attitudes.

Back to Contents

ADVANCED Can-Do Statements for Classical Languages

	NOVICE PROFICIENCY BENCHMARK	INTERMEDIATE PROFICIENCY BENCHMARK	ADVANCED PROFICIENCY BENCHMARK
INTERPRETIVE COMMUNICATION	*I can* identify the general topic and some basic information on familiar topics by recognizing practiced or memorized words, phrases, and simple sentences in Latin or Greek texts that are spoken or written.	*I can* identify the main idea and supporting details on familiar topics in adapted-authentic or authentic Latin or Greek texts that are spoken or written.	***I can*** discuss the main message, supporting details, and cultural context across various time frames in a wide variety of complex, authentic Latin or Greek texts that are spoken or written, and make comparisons to other texts that I have read or heard.
INTERPERSONAL COMMUNICATION	*I can* communicate in spontaneous spoken or written conversations on very familiar topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.	*I can* participate in spontaneous spoken or written conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.	***I can*** participate in spontaneous written and simpler spoken conversations and discussions across various time frames on familiar and unfamiliar topics pertaining to the Classical world, using a series of connected sentences and questions to convey meaning.
PRESENTATIONAL COMMUNICATION	*I can* present information on very familiar topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken or written language.	*I can* communicate information, make presentations, and express my thoughts about familiar topics relating to the Classical world, using sentences and series of connected sentences through spoken or written language.	***I can*** deliver detailed and organized presentations on a variety of topics relating to the Classical world, using paragraphs and various time frames through spoken or written language.
INTERCULTURAL INTERPRETATION **INVESTIGATE**	In my own and Roman or Greek culture *I can* identify products and practices to help me understand perspectives.	In my own and Roman or Greek culture *I can* make comparisons between products and practices to help me understand perspectives.	In my own and Roman or Greek culture ***I can*** explain the diversity among products and practices and how it influences perspectives in Classical and other cultures.
INTERCULTURAL INTERPRETATION **CONNECT**	*I can* connect elements of Classical cultures to other cultures around the world up to the modern day.	*I can* connect products, practices, and perspectives of Classical cultures to those of other cultures around the world up to the modern day.	***I can*** explain the diversity of products, practices, and perspectives across a wide range of cultures around the world up to the modern day.



INTERPRETIVE COMMUNICATION–**CLASSICAL LANGUAGES**
PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

ADVANCED

PROFICIENCY BENCHMARK

I can discuss the main message, supporting details, and cultural context across various time frames in a wide variety of complex, authentic Latin or Greek texts that are spoken or written, and make comparisons to other texts that I have read or heard.

*What can I understand, interpret, or analyze in authentic **narrative texts and letters**?*

PERFORMANCE INDICATORS

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can discuss the main message, supporting details, and some cultural context across various time frames in authentic Latin or Greek narrative texts or letters, and make some comparisons to other texts that I have heard or read.	***I can*** discuss the main message, most supporting details, and many elements of cultural context across various time frames in authentic Latin or Greek narrative texts or letters, and make many comparisons to other texts that I have heard or read.	***I can*** follow the flow of ideas and infer meaning and most elements of cultural context in authentic, complex or abstract Latin or Greek narrative texts or letters, and make many comparisons to other texts that I have heard or read.

*What can I understand, interpret, or analyze in authentic **poems and inscriptions**?*

PERFORMANCE INDICATORS

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can discuss the main message, supporting details, and some cultural context across various time frames in authentic Latin or Greek poetry and inscriptions, and make some comparisons to other texts that I have heard or read.	***I can*** discuss the main message, most supporting details, and many elements of cultural context across various time frames in authentic Latin or Greek poetry, and make many comparisons to other texts that I have heard or read.	***I can*** follow the flow of ideas and infer meaning and most elements of cultural context in authentic, complex or abstract Latin or Greek poetry, and make many comparisons to other texts that I have heard or read.

*What can I understand, interpret, or analyze in authentic **conversations and dialogues**?*

PERFORMANCE INDICATORS

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can discuss the main message, supporting details, and some cultural context across various time frames in authentic Latin or Greek dialogues, and make some comparisons to other texts that I have heard or read.	***I can*** discuss the main message, most supporting details, and many elements of cultural context across various time frames in authentic Latin or Greek dialogues, and make many comparisons to other texts that I have heard or read.	***I can*** follow the flow of ideas and infer meaning and most elements of cultural context in authentic, complex or abstract Latin or Greek dialogues, and make many comparisons to other texts that I have heard or read.

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 knowledge; and
c) the ability 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.

INTERPRETIVE COMMUNICATION–**CLASSICAL LANGUAGES**
PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

ADVANCED

PROFICIENCY BENCHMARK

I can discuss the main message, supporting details, and cultural context across various time frames in a wide variety of complex, authentic Latin or Greek texts that are spoken or written, and make comparisons to other texts that I have read or heard.

*What can I understand, interpret, or analyze in authentic **narrative texts and letters**?*

PERFORMANCE INDICATORS

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can discuss the main message, supporting details, and some cultural context across various time frames in authentic Latin or Greek narrative texts or letters, and make some comparisons to other texts that I have heard or read.	***I can*** discuss the main message, most supporting details, and many elements of cultural context across various time frames in authentic Latin or Greek narrative texts or letters, and make many comparisons to other texts that I have heard or read.	***I can*** follow the flow of ideas and infer meaning and most elements of cultural context in authentic, complex or abstract Latin or Greek narrative texts or letters, and make many comparisons to other texts that I have heard or read.

EXAMPLES: Written

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can … (customize with specific content). ***I can*** identify and discuss the main purpose of a narrative. ***I can*** discuss the propaganda use in a narrative text. ***I can*** discuss conventions in epistolary writing and how these influence the author's choices. ***I can*** identify figures of literary style in narratives or letters and sometimes explain their purpose. ***I can*** make some comparisons between genres of narrative writing to modern equivalents.	***I can … (customize with specific content).*** ***I can I can*** discuss how an author uses details in a narrative to support the main purpose. ***I can*** relate the use of propaganda in a narrative text to its larger political context. ***I can*** relate the content of Roman or Greek letters to their larger context. ***I can*** explain how the use of figures of literary style in Roman or Greek narratives or letters aids in comprehension of the text. ***I can*** discuss how an author's choice of genre is informed by historical context.	***I can … (customize with specific content).*** ***I can*** discuss the underlying themes of a narrative text and relate it to other works I have read. ***I can*** compare the use of propaganda in a narrative text to examples from other cultures. ***I can*** discuss evidence of bias in Roman or Greek letters and relate them to modern examples. ***I can*** compare the use and purpose of figures of literary style to examples in modern equivalents. ***I can*** discuss philosophies of literary production in the Roman or Greek world and compare them to modern equivalents.

EXAMPLES: Spoken

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can … (customize with specific content). ***I can*** identify and discuss the main purpose of a narrative or letter. ***I can*** identify specific sub-genres of prose writing, such as histories, chronicles, letters, or myths.	***I can … (customize with specific content).*** ***I can*** discuss the main purpose of a narrative or letter and identify supporting arguments used by the author to advance an idea. ***I can*** discuss various sub-genres in narrative texts and compare them to modern examples.	***I can … (customize with specific content).*** ***I can*** discuss how an author uses evidence in a narrative or letter to advance an idea or theme. ***I can*** make detailed comparisons of genres of prose writing across multiple cultures. ***I can*** discuss how figures of literary style used in a letter or narrative compare to

EXAMPLES: Spoken

I can identify many figures of literary style used in letters and narratives. ***I can*** discuss epistolary conventions using a Latin or Greek letter as an example. ***I can*** identify how a particular genre of prose writing is appropriate for a particular theme or topic.	***I can*** discuss how figures of literary style help me to understand a text. ***I can*** compare two different Latin or Greek letters in terms of their style and content. ***I can*** compare the effectiveness of an example of a particular piece of prose writing to another Latin or Greek work using a different genre.	other literary examples I have read or heard. ***I can*** compare a Latin or Greek letter to a modern equivalent, using elements such as style, content, and author intent. ***I can*** compare the effectiveness of an example of Latin or Greek prose writing to a modern equivalent.

INTERPRETIVE COMMUNICATION–**CLASSICAL LANGUAGES**
PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

ADVANCED

PROFICIENCY BENCHMARK

I can discuss the main message, supporting details, and cultural context across various time frames in a wide variety of complex, authentic Latin or Greek texts that are spoken or written, and make comparisons to other texts that I have read or heard.

*What can I understand, interpret, or analyze in authentic **poems and inscriptions**?*

PERFORMANCE INDICATORS

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can discuss the main message, supporting details, and some cultural context across various time frames in authentic Latin or Greek poetry and inscriptions, and make some comparisons to other texts that I have heard or read.	***I can*** discuss the main message, most supporting details, and many elements of cultural context across various time frames in authentic Latin or Greek poetry, and make many comparisons to other texts that I have heard or read.	***I can*** follow the flow of ideas and infer meaning and most elements of cultural context in authentic, complex or abstract Latin or Greek poetry, and make many comparisons to other texts that I have heard or read.

EXAMPLES: Written

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can … (customize with specific content).	***I can … (customize with specific content).***	***I can … (customize with specific content).***
I can identify the main theme and most supporting details of authentic Latin or Greek inscriptions.	***I can*** discuss the themes and structure of a Latin or Greek poem or inscription in its historical context.	***I can*** compare the themes and structure of a Latin or Greek poem or inscription to other examples.
I can identify figures of literary style in authentic Latin or Greek poems and discuss their effectiveness.	***I can*** explain how the structure of a poem, including literary figures and meter, can help me infer meaning.	***I can*** discuss the effectiveness of the use of figures of literary style in a poem and compare it to other examples.
I can discuss how word-pattern devices and metrical patterns in Latin or Greek poems aid in comprehension.	***I can*** compare the use of metrics in a Latin or Greek poem to other poems I have read.	***I can*** compare the use of metrics in Latin or Greek poetry to that of poetry in other cultures.
I can use context to identify the main idea and purpose of a Latin or Greek inscription.	***I can*** discuss the historical values expressed in an epic poem.	***I can*** compare the historical values expressed in a Latin or Greek poem to examples from other cultures.
I can infer the meaning of some abbreviated words or damaged sections of Latin or Greek inscriptions.	***I can*** discuss the form, function, and historical context of Latin or Greek inscriptions.	***I can*** compare the form, function and historical context of Latin or Greek inscriptions to examples from other cultures.

EXAMPLES: Spoken

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can … (customize with specific content).	***I can … (customize with specific content).***	***I can … (customize with specific content).***
I can discuss the moral lesson expressed in a mythological poem.	***I can*** compare the moral lesson expressed in a poem to those of other poems I have heard.	***I can*** compare the moral lessons expressed in Latin or Greek poems to examples from other cultures.
I can identify the metrical pattern of an authentic Latin or Greek poem I hear read aloud.		

EXAMPLES: Spoken

I can identify the details that motivate the main character in a poem. ***I can*** identify the political biases in a work of propaganda. ***I can*** identify figures of literary style in poems or inscriptions I hear read aloud.	***I can*** compare the effectiveness of metrical patterns in Latin or Greek poems I have heard. ***I can*** plot the chronology of the plot in a poem. ***I can*** compare elements of propaganda expressed in Latin or Greek poems or inscriptions. ***I can*** compare the use of figures of literary style used in various Latin or Greek poems or inscriptions.	***I can*** compare metrical patterns in Latin or Greek poems to examples from other cultures. ***I can*** compare the plotlines of a Latin or Greek poem to examples from other cultures. ***I can*** compare elements of propaganda expressed in a Latin or Greek poem or inscription to examples from other cultures. ***I can*** compare the use of figures of literary style in a Latin or Greek poem to examples from other cultures.

INTERPRETIVE COMMUNICATION–**CLASSICAL LANGUAGES**
PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

ADVANCED

PROFICIENCY BENCHMARK

I can discuss the main message, supporting details, and cultural context across various time frames in a wide variety of complex, authentic Latin or Greek texts that are spoken or written, and make comparisons to other texts that I have read or heard.

*What can I understand, interpret, or analyze in authentic **conversations and dialogues**?*

PERFORMANCE INDICATORS

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can discuss the main message, supporting details, and some cultural context across various time frames in authentic Latin or Greek dialogues, and make some comparisons to other texts that I have heard or read.	***I can*** discuss the main message, most supporting details, and many elements of cultural context across various time frames in authentic Latin or Greek dialogues, and make many comparisons to other texts that I have heard or read.	***I can*** follow the flow of ideas and infer meaning and most elements of cultural context in authentic, complex or abstract Latin or Greek dialogues, and make many comparisons to other texts that I have heard or read.

EXAMPLES: Written

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can … (customize with specific content). ***I can*** identify the theme and supporting details of a Latin or Greek dialogue. ***I can*** show how an individual in a Latin or Greek dialogue uses rhetorical figures to persuade listeners to a point of view. ***I can*** relate the bias in a philosophical dialogue to its historical context. ***I can*** discuss the social conventions and values expressed in a dialogue. ***I can*** discuss the reasons for a character's transformation in a play.	***I can … (customize with specific content).*** ***I can*** discuss the relationship among characters in a play based on what they say. ***I can*** compare the use of rhetoric in various Latin or Greek plays. ***I can*** compare the incidence of bias in various Latin or Greek philosophical dialogues. ***I can*** compare social conventions and values expressed in a variety of Latin or Greek dialogues. ***I can*** compare the development of characters among various Latin or Greek plays.	***I can … (customize with specific content).*** ***I can*** discuss how character development supports the theme of a play. ***I can*** compare the use of rhetoric in a Latin or Greek play to examples from other cultures. ***I can*** compare the biases expressed in Latin or Greek philosophical dialogues to examples from other cultures. ***I can*** compare social conventions and values expressed in Latin or Greek dialogues to examples from other cultures. ***I can*** compare the development of a character in a Latin or Greek play to examples from other cultures.

EXAMPLES: Spoken

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can … (customize with specific content). ***I can*** say what the main theme of a play is. ***I can*** identify the reasons for a character's transformation in a play. ***I can*** identify events that influence characters in a play. ***I can*** identify the moral lesson in a play.	***I can … (customize with specific content).*** ***I can*** plot the line of argument in a character's monologue. ***I can*** outline the chronology of a play's plot. ***I can*** compare the use of humor in various Latin or Greek plays.	***I can … (customize with specific content).*** ***I can*** plot the development of a character in a play. ***I can*** plot the development of an argument between two characters in a play. ***I can*** compare the use of humor in Latin or Greek plays to examples from other cultures.

EXAMPLES: Spoken

I can identify the main point in a philosophical dialogue.	***I can*** compare moral lessons in a variety of Latin or Greek plays. ***I can*** plot the main points of an argument in a philosophical dialogue.	***I can*** compare the moral lesson of a Latin or Greek play to examples from other cultures. ***I can*** compare the main points in a philosophical dialogue to other examples.

INTERPERSONAL COMMUNICATION–**CLASSICAL LANGUAGES**
PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

ADVANCED

PROFICIENCY BENCHMARK
I can participate in spontaneous written and simpler spoken conversations and discussions across various time frames on familiar and unfamiliar topics pertaining to the Classical world, using a series of connected sentences and questions to convey meaning.

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

PERFORMANCE INDICATORS		
ADVANCED LOW	**ADVANCED MID**	**ADVANCED HIGH**
I can exchange information and ideas in discussions on mostly familiar topics about the Classical world using simple paragraphs across various time frames.	***I can*** maintain discussions on a variety of topics relating to the Classical world, using probing questions and providing detailed responses across various time frames.	***I can*** discuss and debate a variety of topics relating to the Classical world and modern equivalents, using precise questions and explanations.

*How can I **express, react to, and support preferences and opinions about my learning about the Classical world** in conversations?*

PERFORMANCE INDICATORS		
ADVANCED LOW	**ADVANCED MID**	**ADVANCED HIGH**
I can maintain conversations by providing explanations and comparisons of topics relating to the Classical world, by using a few simple paragraphs across a variety of time frames.	***I can*** maintain extended conversations by supporting, reacting to, and comparing opinions on topics relating to the Classical world, by asking probing questions across a variety of time frames.	***I can*** discuss and debate opinions on topics relating to the Classical world, including abstract or hypothetical issues, across a variety of time frames.

INTERPERSONAL COMMUNICATION–**CLASSICAL LANGUAGES**
PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

ADVANCED

PROFICIENCY BENCHMARK

I can participate in spontaneous written and simpler spoken conversations and discussions across various time frames on familiar and unfamiliar topics pertaining to the Classical world, using a series of connected sentences and questions to convey meaning.

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

PERFORMANCE INDICATORS

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can exchange information and ideas in discussions on mostly familiar topics about the Classical world using simple paragraphs across various time frames.	***I can*** maintain discussions on a variety of topics relating to the Classical world, using probing questions and providing detailed responses across various time frames.	***I can*** discuss and debate a variety of topics relating to the Classical world and modern equivalents, using precise questions and explanations.

EXAMPLES: Speaking/Listening

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can … (customize with specific content). ***I can*** have a discussion about a presentation I have seen. ***I can*** have a discussion about the cultural reasons behind Roman or Greek festivals, games, and other leisure activities. ***I can*** discuss about various Roman or Greek artifacts. ***I can*** discuss a modern painting of a Roman or Greek mythological scene. ***I can*** talk with a partner about the social classes in Rome or Greece.	***I can … (customize with specific content).*** ***I can*** compare two presentations I have seen with a partner. ***I can*** have a discussion in which I compare Roman or Greek leisure activities to a modern example. ***I can*** have a discussion in which I compare a Roman or Greek artifact to a modern example in a discussion with a partner. ***I can*** compare a Roman or Greek myth to an example from another culture. ***I can*** compare the historical reasons for Roman or Greek social classes with modern examples.	***I can … (customize with specific content).*** ***I can*** analyze with a partner why one presentation was more effective than another. ***I can*** analyze with a partner the similarities or differences between Roman gladiatorial combats and modern sports like football or boxing. ***I can*** have a discussion about the historical context for a Roman or Greek artifact. ***I can*** compare and contrast with a partner various modern artistic representations of Roman or Greek myths. ***I can*** analyze with a partner attitudes of the Romans or Greeks towards women.

EXAMPLES: Reading/Writing

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can … (customize with specific content). ***I can*** provide feedback on a presentation I have seen using a discussion forum. ***I can*** contribute to an online discussion about a Roman or Greek social issue. ***I can*** text with another student about a mythological painting we see in an art museum.	***I can … (customize with specific content).*** ***I can*** participate in a discussion about a presentation on an online forum. ***I can*** engage in an online discussion about a Roman or Greek social issue and its modern equivalent.	***I can … (customize with specific content).*** ***I can*** participate in a discussion in an online forum in which we analyze the arguments made in a presentation. ***I can*** use a collaborative editing site to work on a Latin or Greek presentation with fellow students.

EXAMPLES: Reading/Writing

I can exchange notes with a peer about a topic we are learning in class. ***I can*** discuss about Roman or Greek attitudes toward provincials.	***I can*** compare and contrast two mythological representations with a partner using an online collaboration site. ***I can*** discuss the effectiveness of a particular teaching method. ***I can*** compare with a partner Roman or Greek attitudes toward provincials with a modern example.	***I can*** write with a peer an analysis of a painting representing a Roman or Greek mythological scene. ***I can*** exchange posts about modern equivalents to Roman or Greek educational philosophies. ***I can*** debate the attitudes of Romans or Greeks toward other peoples and use modern examples to support my points.

INTERPERSONAL COMMUNICATION–**CLASSICAL LANGUAGES**
PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

ADVANCED

PROFICIENCY BENCHMARK

I can participate in spontaneous written and simpler spoken conversations and discussions across various time frames on familiar and unfamiliar topics pertaining to the Classical world, using a series of connected sentences and questions to convey meaning.

*How can I **express, react to, and support preferences and opinions about my learning about the Classical world** in conversations?*

PERFORMANCE INDICATORS

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can maintain conversations by providing explanations and comparisons of topics relating to the Classical world, by using a few simple paragraphs across a variety of time frames.	***I can*** maintain extended conversations by supporting, reacting to, and comparing opinions on topics relating to the Classical world, by asking probing questions across a variety of time frames.	***I can*** discuss and debate opinions on topics relating to the Classical world, including abstract or hypothetical issues, across a variety of time frames.

EXAMPLES: Speaking/Listening

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can … (customize with specific content).	***I can … (customize with specific content).***	***I can … (customize with specific content).***
I can compare attributes of a good Roman or Greek ruler with a bad one.	***I can*** compare a bad Roman or Greek ruler with a modern equivalent.	***I can*** debate what makes a good or bad ruler, using evidence from Rome or Greece and the modern day to support my points.
I can debate with a partner the best places to settle in the Roman or Greek world and why.	***I can*** compare a Roman or Greek site with its modern equivalent and cite reasons why the ancient site is well preserved or not.	***I can*** debate the effects of archaeological digs on ancient sites using examples.
I can compare my opinions about Roman or Greek medical practices with a partner.	***I can*** discuss the historical context for Roman or Greek medical practices with a partner.	***I can*** analyze in a group the medical philosophies of the Romans or Greeks.
I can re-enact with a group a Roman or Greek meal, including social conventions.	***I can*** compare Roman or Greek social conventions regarding meals with modern equivalents.	***I can*** analyze the historical context for Roman or Greek social conventions regarding meals.
I can list attributes of a Roman or Greek building, using some specific elements.	***I can*** compare and contrast with a partner elements of two types of Roman or Greek buildings, using specific elements.	***I can*** argue with a group the best architectural form for a given purpose, using specific elements to support my points.

EXAMPLES: Reading/Writing

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can … (customize with specific content).	***I can … (customize with specific content).***	***I can … (customize with specific content).***
I can discuss with a group on a forum my feelings about a particular Roman or Greek law.	***I can*** compare with a group on a forum some Roman or Greek laws and their modern equivalents.	***I can*** analyze with a group on a forum the reasons why Romans or Greeks developed certain laws.
I can discuss an example of a Roman or Greek coin with a partner, including our interpretations of abbreviated words.	***I can*** compare and contrast with a partner examples of Roman or Greek coins and their modern equivalents.	***I can*** analyze a Roman or Greek coin with a partner, including its historical context and purpose.
I can discuss with a partner Roman or Greek attitudes toward war.		

EXAMPLES: Reading/Writing

I can discuss with a partner my thoughts on a particular Roman or Greek religious topic. ***I can*** list with a partner some reasons why we do not have written evidence from particular segments of Roman or Greek society.	***I can*** compare and contrast in a group Roman or Greek methods of conquest and some modern examples. ***I can*** compare and contrast a Roman or Greek religious practice with a modern equivalent. ***I can*** discuss with a partner a particular text written by a non-Roman or Greek person about Roman or Greek practices.	***I can*** analyze in a group Roman or Greek philosophy of war, using examples to support my points. ***I can*** analyze the rituals performed in a Roman or Greek religious cult and explain some of the reasons for them. ***I can*** analyze the bias present in texts written by non-Roman or Greek persons when they write about Rome or Greece.

PRESENTATIONAL COMMUNICATION–**CLASSICAL LANGUAGES**
PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

ADVANCED

PROFICIENCY BENCHMARK

I can deliver detailed and organized presentations on a variety of topics relating to the Classical world, using paragraphs and various time frames through spoken or written language.

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

PERFORMANCE INDICATORS

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can present a connected narrative about my personal experiences, learning, and events, using paragraphs across various time frames.	***I can*** tell a connected narrative about my experiences and academic topics relating to the Classical world, using organized paragraphs and across various time frames.	***I can*** give complex, detailed narratives about events and hypothetical or abstract topics relating to the Classical world, and connect them to modern events, using organized paragraphs, across various time frames.

How can I present information to
give an opinion or persuasive argument*?*

PERFORMANCE INDICATORS

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can state a viewpoint with supporting evidence on some concrete topics relating to the Classical world, using paragraphs across various time frames.	***I can*** present an argument with supporting evidence on topics relating to the Classical world, using organized paragraphs across various time frames.	***I can*** clearly and accurately present an argument with supporting evidence on topics relating to the Classical world, including hypothetical or abstract issues, across various time frames.

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

PERFORMANCE INDICATORS

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can deliver detailed presentations on many topics relating to the Classical world, using paragraphs across various time frames.	***I can*** deliver detailed presentations on many topics relating to the Classical world, using organized paragraphs across various time frames.	***I can*** deliver cohesive presentations on a variety of complex topics relating to the Classical world, including hypothetical or abstract issues, across various time frames.

PRESENTATIONAL COMMUNICATION–**CLASSICAL LANGUAGES**
PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

ADVANCED

PROFICIENCY BENCHMARK

I can deliver detailed and organized presentations on a variety of topics relating to the Classical world, using paragraphs and various time frames through spoken or written language.

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

PERFORMANCE INDICATORS

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can present a connected narrative about my personal experiences, learning, and events, using paragraphs across various time frames.	***I can*** tell a connected narrative about my experiences and academic topics relating to the Classical world, using organized paragraphs and across various time frames.	***I can*** give complex, detailed narratives about events and hypothetical or abstract topics relating to the Classical world, and connect them to modern events, using organized paragraphs, across various time frames.

EXAMPLES: Speaking

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can … (customize with specific content). ***I can*** describe the rise and fall of historical trends over time. ***I can*** teach about a Roman or Greek prose passage or poem, including theme, figures of literary style, or metrical pattern. ***I can*** compose a poem using correct meter and figures of literary style. ***I can*** compare a Roman or Greek event to an event from another historical period. ***I can*** narrate a story based on my own experience.	***I can … (customize with specific content).*** ***I can*** compare one historical trend to another, giving causes for those trends. ***I can*** analyze elements of a Roman or Greek text. ***I can*** compose a short poem in epic style using appropriate conventions. ***I can*** compare the causes and effects of a Roman or Greek event to a modern equivalent. ***I can*** narrate a story using figures of literary style for dramatic effect.	***I can … (customize with specific content).*** ***I can*** explain the political, economic, social, or cultural reasons for a historical trend. ***I can*** compare elements of a Roman or Greek text to other examples from different cultures. ***I can*** compose a series of poems in various meters using appropriate conventions. ***I can*** analyze Roman or Greek cultural values regarding a particular aspect of society and compare them with a modern example. ***I can*** analyze stereotypes in Roman or Greek culture and their influence on society.

EXAMPLES: Writing

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can … (customize with specific content). ***I can*** write a short narrative about a fantasy world I create.	***I can … (customize with specific content).***	***I can … (customize with specific content).*** ***I can*** write a chapter in a dystopian story about a Roman or Greek alternative world.

EXAMPLES: Writing

I can compare the Roman or Greek educational system to a modern equivalent. ***I can*** write a short comedic skit about a Roman or Greek family. ***I can*** compose a short mythological poem in which I give a made-up reason for a natural phenomenon. ***I can*** create a short comic series about a Roman or Greek ruler.	***I can*** compose a dialogue between two hypothetical Roman or Greek characters, set in a dystopian world. ***I can*** analyze the reasons for failures in the Roman or Greek educational system. ***I can*** write a scene from a play featuring Roman or Greek characters. ***I can*** compose a poem about a Roman or Greek myth or historical event. ***I can*** create a short comic book about a Roman or Greek character.	***I can*** analyze failures in the modern educational system, using comparisons to Rome or Greece. ***I can*** write a short play featuring Roman or Greek characters. ***I can*** compose a poem about a Roman or Greek historical event, using meter and figures of literary style. ***I can*** create a short graphic novel about a Roman or Greek character.

PRESENTATIONAL COMMUNICATION–**CLASSICAL LANGUAGES**
PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

ADVANCED

PROFICIENCY BENCHMARK

I can deliver detailed and organized presentations on a variety of topics relating to the Classical world, using paragraphs and various time frames through spoken or written language.

How can I present information to
give an opinion or persuasive argument*?*

PERFORMANCE INDICATORS

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can state a viewpoint with supporting evidence on some concrete topics relating to the Classical world, using paragraphs across various time frames.	***I can*** present an argument with supporting evidence on topics relating to the Classical world, using organized paragraphs across various time frames.	***I can*** clearly and accurately present an argument with supporting evidence on topics relating to the Classical world, including hypothetical or abstract issues, across various time frames.

EXAMPLES: Speaking

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can … (customize with specific content). ***I can*** give a persuasive speech about the application of the death penalty in Rome or Greece. ***I can*** make a presentation persuading others of the influence of art over time. ***I can*** present an outline of the arguments for or against a position on a Roman or Greek social issue. ***I can*** compose a speech in support of a Roman or Greek political candidate. ***I can*** present an analysis of Roman or Greek attitudes toward members of the social order.	***I can … (customize with specific content).*** ***I can*** compare the Roman or Greek use of the death penalty as a punishment to a modern society. ***I can*** present my interpretation of a piece of art to someone else. ***I can*** present an argument for or against a position on a Roman or Greek political issue, using supporting evidence. ***I can*** compose a speech comparing the merits of various political candidates. ***I can*** present an argument for or against a position on issues pertaining to social class.	***I can … (customize with specific content).*** ***I can*** give a persuasive speech about the ethics of the death penalty in Roman or Greek culture, using comparisons to modern equivalents. ***I can*** explain why I want to participate in an archaeological dig at a Roman or Greek site. ***I can*** present a detailed, supported argument about a complex environmental, social, or political issue. ***I can*** compare Roman or Greek use of propaganda in politics to modern equivalents. ***I can*** give a speech about a social issue, using evidence to support my claims.

EXAMPLES: Writing

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can … (customize with specific content). ***I can*** create a blog post describing the merits of a particular Roman or Greek site. ***I can*** write an essay for or against a position on a social issue.	***I can … (customize with specific content).*** ***I can*** write a persuasive argument about conservation of Roman or Greek historical sites.	***I can … (customize with specific content).*** ***I can*** write a blog about my travels to Roman or Greek sites while on a vacation, giving reasons for others to visit.

EXAMPLES: Writing

I can critique Roman or Greek policies on conquest. ***I can*** critique Roman or Greek attitudes on enslavement of other peoples.	***I can*** write a critique of a political policy, citing historical examples to support my case. ***I can*** explain why I think a particular conquest made by Rome or the Greeks was a good or bad idea. ***I can*** give a detailed critique of a philosophical work on slavery and analyze specific points.	***I can*** express a detailed point of view in a public forum. ***I can*** critique modern policies regarding deployment of troops, citing historical examples to support my case. ***I can*** discuss a modern instance of enslavement of other peoples, and show its connection to Roman or Greek practices and philosophies.

PRESENTATIONAL COMMUNICATION–**CLASSICAL LANGUAGES**
PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

ADVANCED

PROFICIENCY BENCHMARK

I can deliver detailed and organized presentations on a variety of topics relating to the Classical world, using paragraphs and various time frames through spoken or written language.

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

PERFORMANCE INDICATORS

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can deliver detailed presentations on many topics relating to the Classical world, using paragraphs across various time frames.	***I can*** deliver detailed presentations on many topics relating to the Classical world, using organized paragraphs across various time frames.	***I can*** deliver cohesive presentations on a variety of complex topics relating to the Classical world, including hypothetical or abstract issues, across various time frames.

EXAMPLES: Speaking

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can … (customize with specific content).	***I can … (customize with specific content).***	***I can … (customize with specific content).***
I can teach my classmates about my chosen text, including themes, some figures of literary style, or metrics in poetry.	***I can*** teach my classmates about my chosen text, including themes, figures of literary style, metrics in poetry, and elicit connections to other works they have experienced.	***I can*** present to my classmates about a Roman or Greek author's historical background and works, including comparisons to modern equivalents.
I can teach my classmates about a Roman or Greek inscription, including conventions for abbreviations and turns of phrase.	***I can*** compare a Roman or Greek inscription, including conventions for abbreviations and turns of phrase, to modern equivalents.	***I can*** show how Roman or Greek inscriptions have influenced other cultures' monuments up to the modern day.
I can teach my classmates about a series of Roman or Greek coins made by a particular ruler or over a specific time period.	***I can*** relate a series of Roman or Greek coins made by a particular ruler or over a specific time period to their historical context.	***I can*** compare the use of propaganda on a series of Roman or Greek coins to modern equivalents.
I can walk my classmates through the steps for creating a type of Roman or Greek art.	***I can*** relate a Roman or Greek art form to its historical context.	***I can*** analyze the influence of a type of Roman or Greek art form to modern equivalents, giving specific examples.
I can present about a Roman or Greek architectural style, using specific examples of buildings to support my points.	***I can*** compare a Roman or Greek architectural style to a modern equivalent, including reasons for modifications to specific elements.	***I can*** present about the form and function of a particular form of architecture, including philosophies of design.

EXAMPLES: Writing

ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
I can … (customize with specific content).	***I can … (customize with specific content).***	***I can … (customize with specific content).***
I can write a short essay analyzing a Roman or Greek text, including a thesis and specific examples to support my points.	***I can*** write an essay in which I compare one Roman or Greek text to another, including a thesis and specific examples to support my points.	***I can*** write an essay in which I compare a Roman or Greek text to modern example, including a thesis and specific examples to support my points.
I can write a short essay analyzing a Roman or Greek inscription, including a	***I can*** write an essay in which I compare one Roman or Greek inscription to	***I can*** write an essay in which I compare a Roman or Greek inscription to a modern

thesis and specific examples to support my points. ***I can*** write a short essay analyzing a Roman or Greek coin, including a thesis and specific examples to support my points. ***I can*** write a short essay analyzing a Roman or Greek work of art, including a thesis and specific examples to support my points. ***I can*** write a short essay analyzing a Roman or Greek architectural style, including a thesis and specific examples to support my points.	another, including a thesis and specific examples to support my points. ***I can*** write an essay in which I analyze a series of Roman or Greek coins, including a thesis and specific examples to support my points. ***I can*** write an essay in which I compare one Roman or Greek work of art to another, including a thesis and specific examples to support my points. ***I can*** write an essay in which I compare one Roman or Greek architectural style, including form and function, to another, including a thesis and specific examples to support my points.	example, including a thesis and specific examples to support my points. ***I can*** write an essay in which I compare a series of Roman or Greek coins to a modern example, including a thesis and specific examples to support my points. ***I can*** write an essay in which I compare one Roman or Greek work of art to a modern example, including a thesis and specific examples to support my points. ***I can*** write an essay in which I compare one Roman or Greek architectural style, including form and function, to a modern example, including a thesis and specific examples to support my points.

ADVANCED

INVESTIGATE
Investigate Products And Practices To Understand Cultural Perspectives

PROFICIENCY BENCHMARK

In my own and Roman or Greek culture ***I can*** explain the diversity among products and practices and how it influences perspectives in Classical and other cultures.

PRODUCTS	***PRACTICES***
PERFORMANCE INDICATOR	PERFORMANCE INDICATOR
In my own and Roman or Greek culture ***I can*** explain how a variety of products related to social, political, cultural, and economic institutions are related to perspectives.	In my own and Roman or Greek culture ***I can*** explain how a variety of practices related to social, political, cultural, and economic institutions are related to perspectives.

CONNECT
Connect Classical Cultures To Other Cultures Across Time And Space

PROFICIENCY BENCHMARK

I can explain the diversity of products, practices, and perspectives across a wide range of cultures around the world up to the modern day.

LANGUAGE	***CULTURE***
PERFORMANCE INDICATOR	PERFORMANCE INDICATOR
I can explain how elements of Latin or Greek language and literature have influenced modern equivalents.	***I can*** explain how products, practices and perspectives of Classical culture have influenced other cultures across time and space.

EXAMPLES: Linking Investigation and Connection
I can … (customize with specific content).

INVESTIGATE	***I can*** discuss the influence of Roman and Greek traditions and events on art and literature.
CONNECT	***I can*** compare Roman and Greek art and literature and discuss their impact on other cultures from the ancient to the modern world.
INVESTIGATE	***I can*** discuss how the Romans or Greeks created a self-identity and the impact of these self identities on their practices, products, and philosophies.
CONNECT	***I can*** compare Roman or Greek philosophies of governing to modern equivalents, including the use of propaganda to advance ideas.
INVESTIGATE	***I can*** discuss how Roman or Greek views of other peoples informed their products, practices, and philosophies.
CONNECT	***I can*** compare Roman or Greek views of other peoples to those of the modern day, including impacts on policy decisions, economic trends, and globalization.
INVESTIGATE	***I can*** discuss how Roman or Greek cultural and religious beliefs influenced their festivals, holidays, and games.
CONNECT	***I can*** compare how and why cultural attitudes and religious beliefs of a variety of cultures influence leisure time.

EXAMPLES: Linking Investigation and Connection
I can … (customize with specific content).

INVESTIGATE	***I can*** discuss how Roman or Greek values or philosophies were developed and relate them to products and practices.
CONNECT	In Classical and other cultures, ***I can*** compare how values and philosophies influence daily activities and lifestyle choices.
INVESTIGATE	***I can*** discuss the influence of cultural values of the Romans or Greeks on their infrastructure.
CONNECT	***I can*** compare building form and function across a wide variety of cultures, including Graeco-Roman influences.
INVESTIGATE	***I can*** discuss how Roman or Greek philosophical schools are related to cultural values.
CONNECT	***I can*** compare philosophical schools across a wide variety of cultures, including the influence of Graeco-Roman models.
INVESTIGATE	***I can*** discuss the views of Romans or Greeks toward members of their society, including women, children, foreigners, and the enslaved.
CONNECT	***I can*** compare attitudes toward members of society, including women, children, foreigners, and the enslaved, across a wide variety of cultures.

Back to Contents

Glossary of Terms

The explanations of terms in this glossary are based on the writers' experiences with the terms as world language educators in the field, as well as understandings founded in supporting research. Citation is included for instances where direct quotes from research-based documents were deemed most appropriate to express the meaning of a term.

Adapted-authentic describes an authentic text that has been modified to make it more easily comprehensible for a specific proficiency level.

Advanced refers to a proficiency level in which learners are able to narrate and describe in multiple time frames with good control. Learners at the Advanced level are able to sustain paragraph-length communication providing sufficient details and participate in formal and informal conversations on a variety of topics in a variety of time frames.

American Council on the Teaching of Foreign Languages (ACTFL) was founded in 1967. Their mission statement, adopted in 2004, is, "Providing vision, leadership and support for quality teaching and learning of languages." The organization's *ACTFL Proficiency Guidelines 2012* and *ACTFL Performance Descriptors for Language Learners* inform the *2017 NCSSFL-ACTFL Can-Do Statements*, which have been adopted as the modern language Can-Do Statements in the *South Carolina College- and Career-Ready Standard for World Language Proficiency 2019*.

American Sign Language (ASL) is a visual language in which learners engage in meaningful intercultural communication. ASL learners interpret one-way signs and body language, as well as participate in two-way interpersonal and one-way presentational communication.

Assessment may refer to any number of individual formative and summative assessments used to gauge performance, such as Integrated Performance Assessments (IPAs), over the course of units of study. Pre- and post-assessments to determine proficiency are most likely administered at the beginning and end of a course of study.

Authentic (Classical languages) describes any unadapted resource created by a native speaker or someone with near-native fluency in the language for an audience of native speakers or those fluent in the language, e.g., texts by Medieval and Renaissance writers of Latin.

Authentic (modern languages) describes "written and oral communications produced by members of a language and culture group for members of the same language and culture group" (Shrum & Glisan, 2010, p. 85). Authentic materials should be context and age appropriate for learners, as well as comprehensible to learners with the help of scaffolding.

Backward design is a process used in creating curriculum and planning for instruction in which educators identify desired outcomes and goals before determining how to assist learners in bridging the gap between inability and ability to reach those goals. It includes three stages: (1) identify desired results, (2) determine acceptable evidence, and 3) plan the learning experiences (Wiggins and McTighe, 2005).

Benchmark (also called "Proficiency Benchmark"). See definition of "Proficiency Benchmarks."

Can-Do Statements (statements that begin with "I can …") keep learners at the center of unit and lesson design and assist learners and educators in setting goals. The student-centered language of these statements is used to introduce all Proficiency Benchmarks, Performance Indicators and Examples in the *South Carolina College- and Career-Ready Standard for World Language Proficiency 2019.*

Classical refers to the languages and cultures that were dominant across the Mediterranean world ca. 800 BC to AD 500.

Connect is one aspect of Intercultural Interpretation for Classical languages. Classical language learners can connect Roman or Greek cultural elements with those of other cultures from the ancient through the modern time periods.

Curriculum refers to a plan for courses and programs which may include elements such as thematic units, instructional strategies, and resources. Educators, as well as school and district teams, use the *South Carolina College- and Career-Ready Standard for World Language Proficiency 2019* as a tool to guide the development of curricula that support learners in proficiency growth. The *South Carolina College- and Career-Ready Standard for World Language Proficiency 2019* is not a curriculum.

Customize refers to the process of creating unique Can-Do Statement "Examples" that can be used as language-learning goals for lessons. Learners and educators should ensure that customized Example Can-Do Statements are aligned with the appropriate Performance Indicators for a given sublevel and Mode of Communication.

Domain is used in this document to refer to the domains of performance found in the *ACTFL Performance Descriptors for Language Learners* (2012). These domains describe a language learner's performance in terms of functions, contexts and content, text type, language control, vocabulary, communication strategies, and cultural awareness.

Examples (also called Sample Learning Targets) are Can-Do statements that are possible functional language goals for lessons. They are specific, measurable, attainable, relevant and time-bound (SMART). Each series of examples includes a blank "I can" statement as a reminder that learners and teachers should customize these statements to meet individual needs.

Function refers to "communicative tasks that a learner can complete in the target language" (Clementi and Terrill, 2013, p. 113). The guiding questions that accompany Performance Indicators in this standard document reflect language functions.

Goal setting is the process that educators and learners use to establish targets that clearly articulate the knowledge and skills learners will acquire and demonstrate. These targets can either be short-term goals (e.g. daily goals for lessons, as well as unit goals) or long-term goals (e.g. language acquisition goals). For this process to be effective, it needs to follow the SMART

goal-setting approach and should be aligned with the *South Carolina College- and Career-Ready Standard for World Language Proficiency 2019*.

Heritage speakers are learners of a language who, according to ACTFL, have been "raised in an environment where the language was spoken." Heritage speakers may not have the communicative and cultural competence of a native speaker. In a classroom setting, heritage speakers of a target language may need to work on maintaining proficiency in certain modes while setting goals for growth in others. (ACTFL, https://www.actfl.org/news/position-statements/language-learning-heritage-and-native-speakers)

Indicator (also called "Performance Indicator"). See definition of "Performance Indicators."

Integrated Performance Assessment (IPA) according to the Center for Advanced Research on Language Acquisition (CARLA) "refers to a cluster of assessments featuring three tasks, each of which reflects one of the three modes of communication--Interpretive, Interpersonal and Presentational. The three tasks are aligned within a single theme or content area, reflecting the manner in which students naturally acquire and use the language in the real world or the classroom. Each task provides the information and elicits the linguistic interaction that is necessary for students to complete the subsequent task. …[IPAs] are standards-based, performance-based, developmental in nature, and integrative." (CARLA, https://carla.umn.edu/assessment/vac/CreateUnit/p_2.html)

Interact is one aspect of Intercultural Communication for modern languages. Modern language learners progress in their ability to interact with people from target cultures with linguistic and cultural knowledge.

Intercultural Communication refers to using the target language to investigate, compare, explain, and reflect on products, practices, and perspectives of one's own and other cultures, as well as using the target language to interact with people in and from other cultures.

Intercultural Communicative Competence, as defined in the *2017 NCSSFL-ACTFL Can-Do Statements* Introduction, "refers to the ability to interact effectively and appropriately with people from other language and cultural backgrounds." Also according to the *2017 NCSSFL-ACTFL Can-Do Statements* Introduction, "ICC develops as the result of a process of intentional goal-setting and self-reflection around language and culture and involves attitudinal changes toward one's own and other cultures." https://www.actfl.org/publications/guidelines-and-manuals/ncssfl-actfl-can-do-statements

Intercultural Interpretation comprises the two aspects for learners of Classical Languages: Investigate and Connect. The Investigate aspect is similar to that of the modern languages, requiring learners to investigate products and practices to understand cultural perspectives. The Connect aspect requires learners to compare elements of Classical cultures with those of other cultures, from the ancient through the modern time periods.

Intermediate refers to the next higher proficiency level after Novice, in which learners can create with the language in ways that go beyond formulaic and rote utterances, lists, and phrases to express their thoughts. At this level, learners are able to converse using original statements

and simple questions on familiar topics needed to handle relatively simple transactions and daily situations.

Interpersonal Communication is direct oral or written communication between individuals who are in personal contact, whether virtually or in person. When engaging in Interpersonal Communication, "learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions" (*World-Readiness Standards for Learning Languages*, p. 50). Educators are encouraged to give learners ample opportunity to engage in Interpersonal Communication with a variety of speakers and using a variety of methods.

Interpretive Communication is receptive communication of oral or written messages or mediated communication via print and non-print materials. When engaging in Interpretive Communication, "learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics" (*World-Readiness Standards for Learning Languages*, p. 55).

Investigate is one aspect of Intercultural Communication for modern languages and of Intercultural Interpretation for Classical Languages. Learners can use language skills to investigate the world beyond their immediate environment to understand cultural perspectives.

Learner autonomy refers to learners' capacity to manage their own learning processes. Providing opportunities for reflection, which allows learners to take ownership of growth, is one way to assist in the development of learner autonomy.

LinguaFolio® is an example of a learning portfolio and self-assessment tool. It is derived from the European Language Portfolio (https://www.coe.int/en/web/portfolio) and is based on the NCSSFL-ACTFL Can-Do Statements.

LinguaFolio Online (LFO) is an example of an online language learning portfolio. This tool is designed by the Center for Applied Second Language Studies (CASLS) at the University of Oregon in partnership with the National Council of State Supervisors for Languages (NCSSFL). It is based on LinguaFolio®. (https://linguafolio.uoregon.edu/site/landing-page)

Modern language refers to any language in the world currently used in regular daily communication.

Modes of Communication (or Communicative Modes) "place primary emphasis on the context and purpose of the communication" (*World-Readiness Standards for Learning Languages*, p. 32). The three modes defined in the *World-Readiness Standards for Learning Languages* are the Interpersonal Mode, the Interpretive Mode, and the Presentational Mode.

National Foreign Language Resource Centers (NFLRCs or LRCs), as defined on the Title VI Language Resource Centers website, "create language learning and teaching materials, offer professional development opportunities for language instructors, and conduct and disseminate research on foreign language learning." The Center for Applied Second Language Studies (CASLS) is an example of one of these Language Resource Centers (https://casls.uoregon.edu/).

The first LRCs were established in 1990 by the U.S. Department of Education "in response to growing national need for expertise and competence in foreign languages." http://www.nflrc.org/

Native speakers are speakers of a language who, according to ACTFL, were "raised in an environment using mainly" that language. Native speakers have the communicative and cultural competence of someone who has used it daily in their culture of heritage. https://www.actfl.org/news/position-statements/language-learning-heritage-and-native-speakers

NCSSFL (National Council of State Supervisors for Languages) is an organization of state-level world language professionals who collaborate to support language education in the United States. NCSSFL's LinguaFolio® informs the *2017 NCSSFL-ACTFL Can-Do Statements*, which have been adopted as the modern language Can-Do Statements in the *South Carolina College- and Career-Ready Standard for World Language Proficiency 2019*.

Novice refers to a proficiency level in which learners convey meaning in everyday and familiar contexts using isolated words, lists of words, and memorized phrases. They begin by communicating primarily at the word and phrase level and will progress to using short, simple, and rehearsed sentences.

Performance refers to what language learners can do in familiar contexts and based on what was learned and practiced in an academic setting.

Performance Indicators are Can-Do Statements that break down the benchmarks to show the range of functions that learners can expect to experience and perform on their path to proficiency; performance describes what the language learner can do based on what was learned and practiced in an academic setting. Performance Indicators are used to chart progress over the course of a unit.

Presentational Communication is the prepared, one-way use of spoken, written, or signed language for an audience. When engaging in Presentational Communication, "learners present information, concepts, and ideas, to inform, explain, persuade, and narrate on a variety of topics using appropriate media, and adapting to various audiences of listeners, readers, or viewers" (*World-Readiness Standards for Learning Languages*, p. 59).

Proficiency refers to what language learners can do consistently and independent of curriculum or classroom contexts.

Proficiency Benchmarks are generalized Can-Do Statements that allow learners to chart long-term progress in proficiency on the continuum of learning. Educators can use Proficiency Benchmarks to set long-term goals for program and course design.

Reflection, according to the Introduction of the NCSSFL-ACTFL Intercultural Reflection Tool based on the research of Byram (1997, 2002), Deerdorf (2006) and Fantini (2006), is a crucial step in developing Intercultural Communicative Competence (ICC). Reflection is a thought process in which language learners may be encouraged to examine, analyze, and understand cultural products, practices, and perspectives. Reflection may also be used in the process of self-

assessment. Examples of tools used for learner reflection and self-assessment include LinguaFolio® and the NCSSFL-ACTFL Intercultural Reflection Tool: https://www.actfl.org/sites/default/files/CanDos/Intercultural%20Can-Dos_Reflections%20Scenarios.pdf.

Sample Learning Targets are also called "Examples." See definition for "Examples."

Scaffolding refers to a variety of instructional strategies, techniques, and supports used to help learners progress toward stronger understanding of concepts, increased competency, and greater independence in the learning process. Educators may gradually remove scaffolding supports as learner independence increases.

Self-assessment is the process of evaluating one's own work and learning progress. See the definition of "Reflection" for examples of tools that may be used for reflection and self-assessment.

Skills within reading, writing, listening, and speaking are mastered through interpretive, interpersonal, and presentational modes of communication.

Standard refers to the document titled *South Carolina College- and Career-Ready Standard for World Language Proficiency 2019*, which includes the following mission statement: All learners can develop and maintain proficiency in at least one other world language: modern, Classical, or American Sign Language. In the chosen modern or Classical target language, all learners can engage in meaningful intercultural communication using the target language to investigate, interact with, and make connections to products, practices, and perspectives across cultures. All learners can understand and interpret the spoken, written, or signed language, negotiate meaning in conversations, and present information, concepts, and ideas in local and global communities.

Target language refers to the language a person is learning.

World languages include modern languages other than English, Classical languages such as Latin and Greek, and American Sign Language. World languages do not include coding.

World-Readiness Standards for Learning Languages is the title of a document published in 2015 that incorporates the *Standards for Foreign Language Learning: Preparing for the 21st Century* (1996) and *Standards for Foreign Language Learning in the 21st Century* (2006) and is designed to help learners move toward communicative and cultural competence. The document states that the World-Readiness Standards for Learning Languages "define the central role of world languages in the learning career of every student" (p. 11).

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