




NCSSFL-ACTFL CAN-DO STATEMENTS



PROFICIENCY BENCHMARKS

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| NOVICE PROFICIENCY BENCHMARK | INTERMEDIATE PROFICIENCY BENCHMARK |
|--|--|

COMMUNICATION

| | | |
|---|--|--|
|  INTERPRETIVE | <p>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.</p> | <p>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.</p> |
|  INTERPERSONAL | <p>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.</p> | <p>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.</p> |
|  PRESENTATIONAL | <p>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.</p> | <p>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.</p> |

INTERCULTURAL COMMUNICATION

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|  INVESTIGATE | <p>In my own and other cultures I can identify products and practices to help me understand perspectives.</p> | <p>In my own and other cultures I can make comparisons between products and practices to help me understand perspectives.</p> |
|  INTERACT | <p>I can interact at a survival level in some familiar everyday contexts.</p> | <p>I can interact at a functional level in some familiar contexts.</p> |

NCCSFL-ACTFL CAN-DO STATEMENTS

PROFICIENCY BENCHMARKS

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| ADVANCED PROFICIENCY BENCHMARK | SUPERIOR PROFICIENCY BENCHMARK | DISTINGUISHED PROFICIENCY BENCHMARK |
|--|--|---|

COMMUNICATION

| | | | |
|--|--|---|----------------|
| <p>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.</p> | <p>I can interpret and infer meaning from complex, academic and professional texts on a range of unfamiliar, abstract, and specialized issues that are spoken, written, or signed.</p> | <p>I can interpret and infer meaning from dense, structurally sophisticated texts on a wide range of global issues and highly abstract concepts, with deeply embedded cultural references and colloquialisms and dialects that are spoken, written, or signed.</p> | INTERPRETIVE |
| <p>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.</p> | <p>I can participate fully and effectively in spontaneous spoken, written, or signed discussions and debates on issues and ideas ranging from broad general interests to my areas of specialized expertise, including supporting arguments and exploring hypotheses.</p> | <p>I can interact, negotiate, and debate on a wide range of global issues and highly abstract concepts, fully adapting to the cultural context of the conversation, using spoken, written, or signed language.</p> | INTERPERSONAL |
| <p>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.</p> | <p>I can deliver extended presentations on abstract or hypothetical issues and ideas ranging from broad general interests to my areas of specialized expertise, with precision of expression and to a wide variety of audiences, using spoken, written, or signed language.</p> | <p>I can deliver sophisticated and articulate presentations on a wide range of global issues and highly abstract concepts, fully adapting to the cultural context of the audience, using spoken, written, or signed language.</p> | PRESENTATIONAL |

INTERCULTURAL COMMUNICATION

| | | | |
|--|---|---|-------------|
| <p>In my own and other cultures I can explain some diversity among products and practices and how it relates to perspectives.</p> | <p>In my own and other cultures I can suspend judgment while critically examining products, practices, and perspectives.</p> | <p>In my own and other cultures I can objectively evaluate products and practices and mediate perspectives.</p> | INVESTIGATE |
| <p>I can interact at a competent level in familiar and some unfamiliar contexts.</p> | <p>I can interact in complex situations to ensure a shared understanding of culture.</p> | <p>I can engage with complexity and pluricultural identities and serve as a mediator between and among cultures.</p> | INTERACT |

INTERCULTURAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS



NOVICE

INTERMEDIATE

| | PROFICIENCY BENCHMARK | PROFICIENCY BENCHMARK |
|--|---|---|
| INVESTIGATE Investigate Products And Practices To Understand Cultural Perspectives | 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. |

| | PERFORMANCE INDICATORS | PERFORMANCE INDICATORS |
|------------------|--|---|
| PRODUCTS | 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 compare products related to everyday life and personal interests or studies. |
| PRACTICES | In my own and other cultures I can identify some typical practices related to familiar everyday life. | In my own and other cultures I can compare practices related to everyday life and personal interests or studies. |



| | PROFICIENCY BENCHMARK | PROFICIENCY BENCHMARK |
|---|---|--|
| INTERACT Interact With Others In And From Another Culture | I can interact at a survival level in some familiar everyday contexts. | I can interact at a functional level in some familiar contexts. |

| | PERFORMANCE INDICATORS | PERFORMANCE INDICATORS |
|-----------------|--|---|
| LANGUAGE | I can communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness. | 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. |
| BEHAVIOR | I can use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations. | I can recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders. |

INTERCULTURAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

ADVANCED

SUPERIOR

DISTINGUISHED



INVESTIGATE

| PROFICIENCY BENCHMARK | PROFICIENCY BENCHMARK | PROFICIENCY BENCHMARK |
|---|--|---|
| In my own and other cultures I can explain some diversity among products and practices and how it relates to perspectives. | In my own and other cultures I can suspend judgment while critically examining products, practices, and perspectives. | In my own and other cultures I can objectively evaluate products and practices and mediate perspectives. |

| PERFORMANCE INDICATORS | PERFORMANCE INDICATORS | PERFORMANCE INDICATORS |
|---|--|---|
| 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 analyze how products of personal and public interest are related to perspectives. | In my own and other cultures I can evaluate a wide range of concrete and abstract products from different viewpoints. |
| In my own and other cultures I can explain how a variety of practices within familiar and social situations are related to perspectives. | In my own and other cultures I can analyze how practices within informal and formal situations are related to perspectives. | In my own and other cultures I can evaluate a wide range of concrete and abstract practices from different viewpoints. |

PRODUCTS

PRACTICES



INTERACT

| PROFICIENCY BENCHMARK | PROFICIENCY BENCHMARK | PROFICIENCY BENCHMARK |
|--|--|--|
| I can interact at a competent level in familiar and some unfamiliar contexts. | I can interact in complex situations to ensure a shared understanding of culture. | I can engage with complexity and pluricultural identities and serve as a mediator between and among cultures. |

| PERFORMANCE INDICATORS | PERFORMANCE INDICATORS | PERFORMANCE INDICATORS |
|---|---|--|
| 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 suspend judgement, adapt my language, and make appropriate cultural references when interacting with others from the target culture in social and professional situations. | I can show empathy and cultural sophistication in my language when interacting in social, academic or professional situations with others from the target culture. |
| I can demonstrate awareness of subtle differences among cultural behaviors and adjust my behavior accordingly in familiar and some unfamiliar situations. | I can adhere to basic social and professional norms and etiquette, read nonverbal cues and adjust my behavior in complicated situations. | I can transition smoothly from formal to informal styles of behavior, respond effectively to nonverbal cues and mediate situations of cultural misunderstanding with empathy. |

LANGUAGE

BEHAVIOR



INTERCULTURAL COMMUNICATION

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. | |
| | PERFORMANCE INDICATORS | |
| | PRODUCTS | In my own and other cultures I can identify some typical products related to familiar everyday life. |
| | PRACTICES | 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. | |
| | PERFORMANCE INDICATORS | |
| | LANGUAGE | I can communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness. |
| | BEHAVIOR | 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. |
| 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. |



INTERCULTURAL COMMUNICATION

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. | |
| | PERFORMANCE INDICATORS | |
| | PRODUCTS | In my own and other cultures I can identify some typical products related to familiar everyday life. |
| | PRACTICES | 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. | |
| | PERFORMANCE INDICATORS | |
| | LANGUAGE | I can communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness. |
| | BEHAVIOR | 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 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. |



INTERCULTURAL COMMUNICATION

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. | |
| | PERFORMANCE INDICATORS | |
| | PRODUCTS | In my own and other cultures I can compare products related to everyday life and personal interests or studies. |
| | PRACTICES | 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. | |
| | PERFORMANCE INDICATORS | |
| | LANGUAGE | 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. |
| | BEHAVIOR | 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. |
| 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. |



INTERCULTURAL COMMUNICATION

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. | |
| | PERFORMANCE INDICATORS | |
| | PRODUCTS | In my own and other cultures I can compare products related to everyday life and personal interests or studies. |
| | PRACTICES | 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. | |
| | PERFORMANCE INDICATORS | |
| | LANGUAGE | 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. |
| | BEHAVIOR | 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 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. |
| 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. |



INTERCULTURAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

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. | |
| | PERFORMANCE INDICATORS | |
| | PRODUCTS | In my own and other cultures I can explain how a variety of products of public and personal interest are related to perspectives. |
| PRACTICES | 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. | |
| | PERFORMANCE INDICATORS | |
| | LANGUAGE | I can converse comfortably with others from the target culture in familiar and some unfamiliar situations and show some understanding of cultural differences. |
| BEHAVIOR | 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. |
| 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. |



INTERCULTURAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

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. | |
| | PERFORMANCE INDICATORS | |
| | PRODUCTS | In my own and other cultures I can explain how a variety of products of public and personal interest are related to perspectives. |
| | PRACTICES | 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. | |
| | PERFORMANCE INDICATORS | |
| | LANGUAGE | I can converse comfortably with others from the target culture in familiar and some unfamiliar situations and show some understanding of cultural differences. |
| | BEHAVIOR | 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 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. |
| 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. |



INTERCULTURAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

SUPERIOR

| | | |
|--|--|---|
| INVESTIGATE Investigate Products And Practices To Understand Cultural Perspectives | PROFICIENCY BENCHMARK | |
| | In my own and other cultures I can suspend judgment while critically examining products, practices, and perspectives. | |
| | PERFORMANCE INDICATORS | |
| | PRODUCTS | In my own and other cultures I can analyze how products of personal and public interest are related to perspectives. |
| | PRACTICES | In my own and other cultures I can analyze how practices within informal and formal situations are related to perspectives. |
| INTERACT Interact With Others In And From Another Culture | PROFICIENCY BENCHMARK | |
| | I can interact in complex situations to ensure a shared understanding of culture. | |
| | PERFORMANCE INDICATORS | |
| | LANGUAGE | I can suspend judgement, adapt my language, and make appropriate cultural references when interacting with others from the target culture in social and professional situations. |
| | BEHAVIOR | I can adhere to basic social and professional norms and etiquette, read nonverbal cues and adjust my behavior in complicated situations. |

EXAMPLES: Linking Investigation and Interaction

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

| | |
|-------------|--|
| INVESTIGATE | In my own and other cultures I can analyze the evolution of urban architectural design from traditional to current trends. |
| INTERACT | I can interact appropriately in professional meetings and adjust behaviors to accomplish my goals. |
| INVESTIGATE | In my own and other cultures I can analyze the changes in significance of landmarks and monuments over time and the feelings or emotions evoked by those who live in the culture. |
| INTERACT | I can adjust the display of my emotional reactions when the cultural expectations differ from my own. |
| INVESTIGATE | In my own and other cultures I can analyze the role family plays in schooling |
| INTERACT | I can interview parents about their role in their children’s education. and analyze their responses. |
| INVESTIGATE | In my own and other cultures I can analyze the values represented by scheduling of daily routines, and other events. |
| INTERACT | I can easily conform to norms when scheduling events in a professional setting, such as arrival time and lunch schedules. |
| INVESTIGATE | In my own and other cultures I can analyze perceptions of beauty and aesthetics that are reflected in art and music. |
| INTERACT | I can work with others to select works for a gallery show or a concert based on a mediated perception of beauty. |
| INVESTIGATE | In my own and other cultures I can analyze how environmental initiatives contribute to a people’s cultural identify or pride. |
| INTERACT | I can respect a country’s environmental policies when negotiating a business opportunity or participating in a service project with locals. |
| INVESTIGATE | In my own and other cultures I can identify and analyze implicit bias in social media reactions to the coverage of news and events. |
| INTERACT | I can recognize and respect other points of view, when discussing a story or film plotline. |
| INVESTIGATE | In my own and other cultures I can analyze the values reflected in political decisions based on stereotypes. |
| INTERACT | I can post an analysis of and answer questions about campaign rhetoric around immigration and its reliance on stereotyped ideas, adapting my language to neutralize the stereotype. |
| INVESTIGATE | In my own and other cultures I can analyze the attitudes toward the environmental impact of globalized products. |
| INTERACT | I can collaborate in international efforts to promote global citizenry. |



INTERCULTURAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

SUPERIOR

| | | |
|--|--|---|
| INVESTIGATE Investigate Products And Practices To Understand Cultural Perspectives | PROFICIENCY BENCHMARK | |
| | In my own and other cultures I can suspend judgment while critically examining products, practices, and perspectives. | |
| | PERFORMANCE INDICATORS | |
| | PRODUCTS | In my own and other cultures I can analyze how products of personal and public interest are related to perspectives. |
| | PRACTICES | In my own and other cultures I can analyze how practices within informal and formal situations are related to perspectives. |
| INTERACT Interact With Others In And From Another Culture | PROFICIENCY BENCHMARK | |
| | I can interact in complex situations to ensure a shared understanding of culture. | |
| | PERFORMANCE INDICATORS | |
| | LANGUAGE | I can suspend judgement, adapt my language, and make appropriate cultural references when interacting with others from the target culture in social and professional situations. |
| | BEHAVIOR | I can adhere to basic social and professional norms and etiquette, read nonverbal cues and adjust my behavior in complicated situations. |

EXAMPLES: Linking Investigation and Interaction

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

| | |
|-------------|--|
| INVESTIGATE | In my own and other cultures I can analyze how the use of sarcasm, irony, and humor reflects societal attitudes. |
| INTERACT | I can greet, interact with and take leave from people across cultures in social and professional situations. |
| INVESTIGATE | In my own and other cultures I can analyze how age or gender affects roles in family, school, or the workplace. |
| INTERACT | I can interact with members of someone's family in a professional capacity while respecting their cultural values. |
| INVESTIGATE | In my own and other cultures I can analyze the government's fiscal support for math and science education and draw conclusions about how and why these areas of study are valued. |
| INTERACT | I can share ideas when analyzing the budget or architectural design for a new building. |
| INVESTIGATE | In my own and other cultures I can analyze how people's beliefs and attitudes toward a healthy lifestyle influence eating and exercise habits. |
| INTERACT | I can demonstrate proper table etiquette and conversation at formal functions such as a wedding or a business dinner. |
| INVESTIGATE | In my own and other cultures I can analyze what values are promoted through local or national events, such as sporting events, national reading week, marathons, or film festivals. |
| INTERACT | I can referee a sporting event in the target culture and demonstrate impartiality during controversial rulings. |
| INVESTIGATE | In my own and other cultures I can analyze the historical origins and evolution of holiday or festival practices. |
| INTERACT | I can participate appropriately in activities related to most holiday celebrations or festivals of the target culture. |
| INVESTIGATE | In my own and other cultures I can analyze how decisions are made in the travel industry based on individual and collective values. |
| INTERACT | I can arrange a trip that respects local values and traditions and meets travelers' need and habits. |
| INVESTIGATE | In my own and other cultures I can assess and explain the impact of cultural competence on business negotiations. |
| INTERACT | I can open and manage a business bank account. |
| INVESTIGATE | In my own and other cultures I can analyze the effects of globalization on how people see and demonstrate their personal and national identity. |
| INTERACT | I can market a product in the target culture. |



INTERCULTURAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

DISTINGUISHED

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

EXAMPLES: Linking Investigation and Interaction

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

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



INTERCULTURAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS + EXAMPLES

DISTINGUISHED

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

EXAMPLES: Linking Investigation and Interaction

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

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