

# NCSSFL-ACTFL CAN-DO STATEMENTS

## PRESENTATIONAL COMMUNICATION

### Benchmarks and Performance Indicators

NOVICE	INTERMEDIATE	ADVANCED	SUPERIOR	DISTINGUISHED
<b>BENCHMARK</b> 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.	<b>BENCHMARK</b> 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.	<b>BENCHMARK</b> 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.	<b>BENCHMARK</b> 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.	<b>BENCHMARK</b> I can deliver sophisticated and articulate presentations on a wide range of global issues and highly abstract concepts, fully adapting to the cultural context of the audience, using spoken, written, or signed language.

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

NOVICE			INTERMEDIATE			ADVANCED			SUPERIOR	DISTINGUISHED
LOW	MID	HIGH	LOW	MID	HIGH	LOW	MID	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.	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.	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.	I can present clearly-articulated, coherent and detailed narrations on complex, abstract issues and hypothetical issues.	I can narrate succinctly and precisely, often using historical or cultural references to engage an audience whose cultural attitudes, expectations and perspectives may be different from my own.

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

NOVICE			INTERMEDIATE			ADVANCED			SUPERIOR	DISTINGUISHED
LOW	MID	HIGH	LOW	MID	HIGH	LOW	MID	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.	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.	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.	I can deliver a clearly articulated and well-structured argument, refute counterarguments, and give extensive supporting evidence on abstract or hypothetical issues and ideas, ranging from broad general interests to areas of specialized expertise.	I can tailor a sophisticated presentation to advocate my own or another's point of view or to persuade an audience whose attitudes and cultural perspectives may be different from my own.

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

NOVICE			INTERMEDIATE			ADVANCED			SUPERIOR	DISTINGUISHED
LOW	MID	HIGH	LOW	MID	HIGH	LOW	MID	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.	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.	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.	I can deliver clearly articulated and well-structured presentations to various audiences on abstract or hypothetical issues and ideas, ranging from broad general interests to areas of specialized expertise.	I can deliver sophisticated presentations with accuracy, efficiency and effectiveness on global and highly abstract concepts in my field of expertise, adapting my language to the characteristics of the audience and embedding cultural perspectives.

# NCSSFL-ACTFL CAN-DO STATEMENTS

## PRESENTATIONAL COMMUNICATION

Performance Indicator: **Narrate** with Examples

NOVICE			INTERMEDIATE			ADVANCED			SUPERIOR	DISTINGUISHED
LOW	MID	HIGH	LOW	MID	HIGH	LOW	MID	HIGH		

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

LOW	NOVICE MID	NOVICE HIGH	LOW	INTERMEDIATE MID	INTERMEDIATE HIGH	LOW	ADVANCED MID	ADVANCED HIGH	SUPERIOR	DISTINGUISHED
<p>I can introduce myself using practiced or memorized words and phrases, with the help of gestures or visuals.</p> <p>I can present information about myself, my interests and my activities using a mixture of practiced or memorized words, phrases and simple sentences.</p> <p>I can present personal information about my life and activities, using simple sentences most of the time.</p> <p>I can present personal information about my life, activities and events, using simple sentences.</p> <p>I can tell a story about my life, activities, events and other social experiences, using sentences and series of connected sentences.</p> <p>I can tell stories about school and community events and personal experiences, using a few short paragraphs, often across various time frames.</p> <p>I can tell stories about school and community events and personal experiences, using paragraphs across major time frames.</p> <p>I can tell stories based on concrete experiences in academic, social, and professional topics of interest, using organized paragraphs across major time frames.</p> <p>I can give complex detailed narrations beyond the concrete, often addressing abstract experiences or hypothetical issues.</p> <p>I can present clearly-articulated, coherent and detailed narrations on complex, abstract issues and hypothetical issues.</p> <p>I can narrate succinctly and precisely, often using historical or cultural references to engage an audience whose cultural attitudes, expectations and perspectives may be different from my own.</p>										

### EXAMPLES: **Narrate** – Speaking or Signing

<p>I can say my name, age, and where I live to introduce myself.</p> <p>I can say my phone number, home address, and email address.</p> <p>I can say some activities I do every day.</p> <p>I can tell the names of places I go on the weekend.</p> <p>I can state my physical or personality traits.</p>	<p>I can name my family members, their ages, their relationships to me, and what they like to do.</p> <p>I can state a few personality or physical characteristics of a hero of mine.</p> <p>I can identify parts of my house, my school or my place of work.</p> <p>I can name places in my community, town, city, state or country.</p> <p>I can tell someone my activities and schedule for the day.</p>	<p>I can identify whom I and people in other cultures consider to be part of the family, using a few simple details.</p> <p>I can describe where I work and what I do.</p> <p>I can tell a peer or colleague what I did this weekend.</p> <p>I can give biographical information about others.</p> <p>I can give some simple reasons why I am late for an appointment.</p>	<p>I can make simple comparisons of a variety of people, including friends and family members.</p> <p>I can describe what I want or need to do on a particular day.</p> <p>I can describe what I plan to do next in my school or work life.</p> <p>I can retell a story that I've read or heard.</p> <p>I can tell the steps of an experiment I conducted.</p>	<p>I can describe my plans for an upcoming family or social event.</p> <p>I can talk about an experience related to my hobbies or activities.</p> <p>I can tell a simple story about a recent project I did.</p> <p>I can tell a simple story about a childhood memory or a recent family trip or event.</p> <p>I can describe plans for an upcoming work experience.</p>	<p>I can present a comparison between the roles of family members in my own and other cultures.</p> <p>I can tell what happened at a social event that I attended.</p> <p>I can give a short speech about goals for the future of my club or organization.</p> <p>I can present an outline of my predictions about consequences of an environmental practice.</p> <p>I can present my hypothesis about what will happen in a science experiment and provide supporting information.</p>	<p>I can make a presentation describing the highlights of a recent or upcoming family event.</p> <p>I can describe a social, cultural or political event that occurred or will occur in my community.</p> <p>I can talk about an unexpected complication during a recent trip or excursion and present advice on how to resolve such a situation.</p> <p>I can make a presentation describing certain health and fitness trends and the results of those trends.</p> <p>I can give a short presentation describing the rise and fall of certain popular or historical trends over time.</p>	<p>I can chronicle a series of related events in the history of my family.</p> <p>I can recount in detail a social event or local celebration that I attended and my reactions to it.</p> <p>I can present a detailed itinerary of the social and cultural activities I have planned for a future trip or excursion.</p> <p>I can narrate a story to an audience for dramatic effect.</p> <p>I can give an accurate, detailed presentation of something I participated in or witnessed.</p>	<p>I can present an explanation as to the degree to which society supports the family and family values, in my own and other cultures.</p> <p>I can present a reflection on how a novel influenced my life.</p> <p>I can articulate and present a personal vision or mission statement for my life's work.</p> <p>I can present and hypothesize about the impact of following a course of action.</p> <p>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.</p>	<p>I can present an analysis on how age or gender affects roles in family, school, or the workplace, in my own and other cultures</p> <p>I can present detailed fictional narrations following cultural conventions of the storytelling genre.</p> <p>I can present hypotheses about the impact of complex decisions in my field of expertise.</p> <p>I can present a technical analysis of an experiment or scholarly investigation conducted in my field of expertise and the potential scientific or societal ramifications.</p>	<p>I can present an evaluation on how family structure impacts social issues and political decision-making, in my own and other cultures</p> <p>I can narrate using culturally relevant rhetorical devices to convey humor, irony or satire.</p> <p>I can make a formal awards speech about the past, current, and potential future impact of a particular person or foundation, making culturally authentic references to connect with my audience.</p> <p>I can make presentations on related events on a wide range of issues, incorporating appropriate culturally and historically authentic references to connect with my audience.</p>
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### EXAMPLES: **Narrate** – Writing

<p>I can write my name, age, and where I live on a simple form.</p> <p>I can write my phone number, home address, and email address on a simple form.</p> <p>I can write how I'm feeling in a short journal entry.</p> <p>I can write a list of what I need to pack for an upcoming trip.</p> <p>I can write a shopping list of what I need to buy.</p>	<p>I can caption a photo with my family members' names, ages, relationship to me, and what they like to do.</p> <p>I can write about what I look like so that someone can recognize me.</p> <p>I can write the physical or personality traits of a character in a book.</p> <p>I can list my classes or work activities and tell what time they start and end.</p> <p>I can list my weekend activities and who does them with me.</p>	<p>I can identify whom I and people in other cultures consider to be part of the family, using a few simple details.</p> <p>I can write a short note, text or email to my friend about upcoming plans.</p> <p>I can write information about my daily life in a letter, blog, discussion board or email message.</p> <p>I can write about a field trip, an event or an activity that I participated in.</p> <p>I can write the sequence of events from a story I've read or a video I've seen.</p>	<p>I can write a description of the physical appearance and personality of a friend or family member.</p> <p>I can write about my role in a simple school or work routine.</p> <p>I can write my plans for an upcoming holiday, vacation, or a typical celebration.</p> <p>I can write about events that took place at school, in a workplace, or in a place I have visited.</p> <p>I can write about a simple project I completed at school or at work.</p>	<p>I can write my plans for an upcoming family or social event.</p> <p>I can write about common events and daily routines at school or in my place of work.</p> <p>I can write about an experience related to my lifestyle or interests for a discussion board posting.</p> <p>I can write a simple story about a recent trip, project or childhood memory.</p> <p>I can write about personal, academic, or professional goals for a college or job application.</p>	<p>I can write a comparison of the roles of family members, in my own and other cultures.</p> <p>I can write a series of steps needed to complete a task, such as for an experiment, community event, or fundraiser.</p> <p>I can write a description of an event that I participated in or witnessed for a newsletter.</p> <p>I can write a series of simple predictions about consequences of a particular action or practice for a community or school blog.</p> <p>I can write a hypothesis about what will happen in a science experiment and provide supporting information</p>	<p>I can write about a family reunion for my relatives in another country.</p> <p>I can write a blog post describing the highlights of a recent trip or excursion.</p> <p>I can write about a social, cultural or political event that occurred or will occur in my community.</p> <p>I can describe certain trends in leisure time or use of social media and the results of those trends.</p> <p>I can describe the rise and fall of certain popular, historical, or environmental trends over time.</p>	<p>I can write a detailed and accurate family or community history.</p> <p>I can write in detail about a social event or local celebration that I attended and my reactions to it.</p> <p>I can write a detailed itinerary of the social and cultural activities I have planned for a future trip or excursion.</p> <p>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</p> <p>I can write a detailed and accurate description of something I participated in or witnessed.</p>	<p>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.</p> <p>I can write a mission or vision statement related to my personal or professional goals.</p> <p>I can write a reflective journal entry on how a novel, poem or song has influenced my life.</p> <p>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.</p> <p>I can write a business plan to market a product globally, based on data about cultural lifestyles and current societal trends.</p>	<p>I can write an analysis of how age or gender affects roles in family, school, or the workplace, in my own and other cultures</p> <p>I can write detailed fictional narrations, following cultural conventions of the storytelling genre.</p> <p>I can write an article for a professional journal about the impact of complex decisions in my field of expertise.</p> <p>I can write a comprehensive review of a historical, factual or literary work related to my field of expertise.</p>	<p>I can write an evaluation of how family structure impacts social issues and political decision-making, both historically and in the future, in my own and other cultures.</p> <p>I can compose a short or lengthy written literary or expository work, using culturally relevant rhetorical devices to convey humor, irony or satire.</p> <p>I can chronicle a related series of events, incorporating appropriate culturally and historically authentic references to connect with my audience.</p> <p>I can write researched non-fiction texts for the target culture audience, incorporating appropriate culturally and historically authentic references.</p>
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# NCSSFL-ACTFL CAN-DO STATEMENTS

## PRESENTATIONAL COMMUNICATION

Performance Indicator: **Give a Preference, Opinion, or Persuasive Argument** with Examples

NOVICE			INTERMEDIATE			ADVANCED			SUPERIOR	DISTINGUISHED
LOW	MID	HIGH	LOW	MID	HIGH	LOW	MID	HIGH		
<b>PERFORMANCE INDICATOR:</b> How can I present information to give a preference, opinion or persuasive argument?										
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.	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.	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.	I can deliver a clearly articulated and well-structured argument, refute counterarguments, and give extensive supporting evidence on abstract or hypothetical issues and ideas, ranging from broad general interests to areas of specialized expertise.	I can tailor a sophisticated presentation to advocate my own or another's point of view or to persuade an audience whose attitudes and cultural perspectives may be different from my own.

### EXAMPLES: Give a Preference, Opinion, or Persuasive Argument – Speaking or Signing

I can list places I like to go to see art or listen to music. I can tell sports I like or don't like. I can say names of my favorite animals based on pictures I see. I can look at pictures on a menu and name foods based on my likes and dislikes. I can state some activities which I enjoy.	I can tell where I like to go to see art or listen to music. I can say how much I like or don't like certain foods. I can state my favorite free-time activities and those I don't like. I can state which actor or author I like the best. I can say which school subjects are my most and least favorite.	I can recommend places to experience a variety of art and music styles. I can tell about my favorite actor or author. I can tell about others' likes and dislikes. I can present a brief description of a website I find useful. I can give a few details about my favorite restaurant.	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 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 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.	I can promote an art or music event by presenting and elaborating on its social or artistic value. I can present the main issues related to topics of public health or safety and support my viewpoint on this issue with related evidence. 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 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 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.	I can make a presentation about selecting works for a gallery show or a concert based on a mediated perception of beauty. I can construct, develop and present evidence-based hypotheses to explore alternative possibilities to an established practice. I can restructure an existing presentation to reflect a particular point of view for a new audience. I can defend or challenge a controversial action taken by a person or group	I can present a retrospective of an artist's or musician's work. I can present persuasive and hypothetical discourse in my field of expertise. I can present and advocate a position that is not necessarily my own, incorporating well recognized examples from the target culture to enrich my presentation I can give a speech on a particular controversial issue, challenging listeners to consider multiple perspectives.
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### EXAMPLES: Give a Preference, Opinion, or Persuasive Argument – Writing

I can list places I like to go to see art or listen to music. I can create a simple chart of a few things I like and dislike. I can label the things I like and don't like in a picture. I can write a list of desirable and undesirable characteristics of a friend. I can list my favorite free-time activities to create a survey for my peers.	I can write where I go to see art or listen to music. I can write how much I like or don't like certain sports. I can create a bulleted list telling why a class is my favorite. I can write a rank ordered list of my favorite and least favorite free-time activities. I can caption pictures of what I consider to be good and bad lunch options.	I can recommend places to experience a variety of art and music styles. I can write about others' likes and dislikes in order to form a team or work group. I can create a slogan and short description for an advertisement. I can write a description of my favorite character from a story. I can make a simple poster to campaign for a person or event.	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 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 simple review of an artwork or song and give specific reasons to support my point of view. 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 about similarities and differences between art and music festivals in my own and other cultures. 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.	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 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 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 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 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. 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.	I can write about how to work with others to select works for a gallery show or a concert based on a mediated perception of beauty I can write an academic thesis or dissertation taking a stance on an issue or set of issues. I can write a comprehensive policy statement challenging readers to consider multiple perspectives. I can write a review of a written work for a literary magazine or scholarly journal.	I can write a retrospective of an artist's or musician's work. I can write a political speech for a candidate to deliver in the target culture. I can write an editorial advocating for the target culture government to take a particular stance on global warming, food scarcity or similar topics. I can use culturally appropriate comedic devices or cultural references to enhance my argument in an opinion piece for a news website.
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# NCSSFL-ACTFL CAN-DO STATEMENTS

## PRESENTATIONAL COMMUNICATION

Performance Indicator: **Inform, Describe, or Explain** with Examples

NOVICE			INTERMEDIATE			ADVANCED			SUPERIOR	DISTINGUISHED
LOW	MID	HIGH	LOW	MID	HIGH	LOW	MID	HIGH		

### PERFORMANCE INDICATOR:

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

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.	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.	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.	I can deliver clearly articulated and well-structured presentations to various audiences on abstract or hypothetical issues and ideas, ranging from broad general interests to areas of specialized expertise.	I can deliver sophisticated presentations with accuracy, efficiency and effectiveness on global and highly abstract concepts in my field of expertise, adapting my language to the characteristics of the audience and embedding cultural perspectives.
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### EXAMPLES: Inform, Describe, or Explain – Speaking or Signing

I can name items I see every day. I can name some countries on a map when planning a trip. I can name some famous landmarks and people. I can say numbers from 1-10. I can say the date and the day of the week.	I can give some simple information about my classroom or school. I can give some simple information about animals, foods or sports based on pictures or photos. I can tell the location of a city relative to another city on a map. I can present simple information about my town or city. I can give some simple information about historical figures based on pictures or photos.	I can identify some elements of a classroom, a school schedule or levels of schooling. I can present information on something I learned about in a class or at work. I can describe a simple process such as how to make something or the steps of a science experiment. I can describe a simple routine such as getting lunch in a cafeteria or restaurant. I can give simple directions to a nearby location.	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 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 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.	I can explain the reasoning behind a school, work or community project or policy, including the reasoning behind it. 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 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 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 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	I can present an analysis of the role played by schooling in family and society, in my own and other cultures. I can present extensively on a concept or trend in my field of specialization, such as in a TEDTalk. I can present a lecture for a variety of purposes in a way that aligns the presentation with the intended objectives. I can provide a balance of evidence and explanations in a presentation on a complex issue and make adjustments as needed to address the audience's lack of knowledge on a particular topic.	I can present an objective evaluation of the role of education in the quality of life in my own and other cultures. I can make coherent and articulate presentations on highly abstract topics related to my interests and expertise, such as artificial intelligence or space exploration. I can make coherent and articulate presentations on global concepts such as environmental issues, population growth or genetically modified organisms. I can gauge the level of comprehension of my audience and adjust my presentation's content, style or delivery as appropriate.
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### EXAMPLES: Inform, Describe, or Explain – Writing

I can label familiar people, places, and objects in pictures and posters. I can fill out a simple form with my name, address, phone number, birth date, and nationality. I can copy a simple phrase like "Happy Birthday," "Happy Holidays," etc. I can write the names of places on a map. I can list items I see every day.	I can write some simple information about my classroom or school. I can write some simple details about animals, foods, historical figures, or sports based on pictures or photos. I can list my daily activities. I can write a to-do list. I can fill out a simple schedule.	I can identify in writing some elements of a classroom, a school schedule, or levels of schooling. I can write a simple process such as how to solve a math problem. I can write simple captions for pictures or photos. I can write simple directions to a nearby location. I can write an email requesting more information about something I found online such as a local event or student organization.	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 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 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 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 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. 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.	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 prepare reports and online communications for a social club, community or political group.	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 create brochures or other written resources for clients or customers.	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. 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.	I can write an analysis of the role played by schooling in family and society, in my own and other cultures. I can write extensively on a concept or trend in my field of specialization. I can write an article for submission to a professional or specialized journal. I can write an editorial for a newspaper or magazine about a current social, cultural or political issue or controversy.	I can write an objective evaluation of the role of education in the quality of life in my own and other cultures. I can write a text as short as a poem or as long as a treatise, based upon its purpose. I can write extensively on global concepts such as food scarcity, human rights, or the long-term impact of pesticides. I can write articles on the destruction or preservation of cultural heritage sites that take into account all sides of the issue.
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