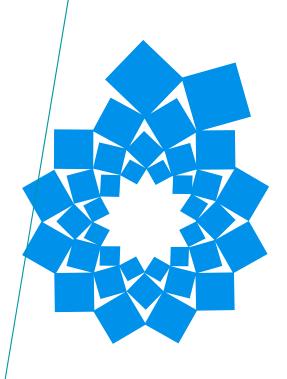
## **Can-Do Statements**





communication are de ned in the National Standards for

## **Preface**

e NCSSFL-ACTFL Can-Do Statements are self-assessmentatatements provide a way to chart their progress through inchecklists used by language learners to assess what they "caremental steps. e checklists are best used by learners and do" with language in the Interpersonal, Interpretive, and learning facilitators as part of an overall re ective learning Presentational modes of communication. ese modes of process that includes:

t setting goals

21st Century Language Learning and organized in the check-selecting strategies t self-assessing list into the following categories:

- t Interpersonal (Person-to-Person) Communication t providing evidence
- t Presentational Speaking (Spoken Production) t re ecting before setting new goals
- t Presentational Writing (Written Production)
- t Interpretive Listening e more learners are engaged in their own learning process, t Interpretive Reading the more intrinsically motivated they become. Research shows that the ability of language learners to set goals is

Ultimately, the goal for all language learners is to develop linked to increased student motivation, language achievement, and growth in pro ciencly

a functional use of another language for one's personal contexts and purposes. e Can-Do Statements serve two purposes to advance this goal: for programs, the statementse NCSSFL-ACTFL Can-Do Statements are a revision of provide learning targets for curriculum and unit design, serving as progress indicators; for language learners, the

the NCSSFL 2009 LinguaFolio® Self-Assessment Checklist and may be used by learners as a stand-alone self-assessment or as part of the LinguaFolio® compendium.

## For Learners: How can you use the Can-Do Statements?

Use the checklists to record what you think you can do. You may realize that your progression may not be the same for each mode: Interpersonal, Interpretive, or Presentational. This is to be completely expected. For exam ple, you may progress more quickly in Interpretive Reading than in Interpersonal Communication. You will begin to determine your progress on the pro ciency ladder by assessing each mode separately. Include evidence electronically or in a hard copy to support your self-assessment selections. Uploaded audio, video, or text les, linked to speci c Can-Do Statements, can provide evidence of what you can do. You can validate your self-assessment estimates by comparing them to ratings on of cial tests you may have taken, such as AAPPL, Advarced Placement, ACTFL OPI, etc.

The header statement at the beginning of each pro ciency level is a Global Can-Do Benchmark or general de scription of the pro ciency level from the self-assessment grid. The bold statements are the main indicators for that mode and that level, followed by speci c examples (I can...). Check off a speci c can-do statement when you are able to demonstrate that you can perform that speci c task. It is not necessary to demonstrate every task in order to check off the main Can-Do Statement as some examples may refer to individual goals that are not your own. You may set your own goals in the blank space following "I can..." You are encouraged to look ahead to tasks at the next higher level to identify the goals you want to set for yourself.

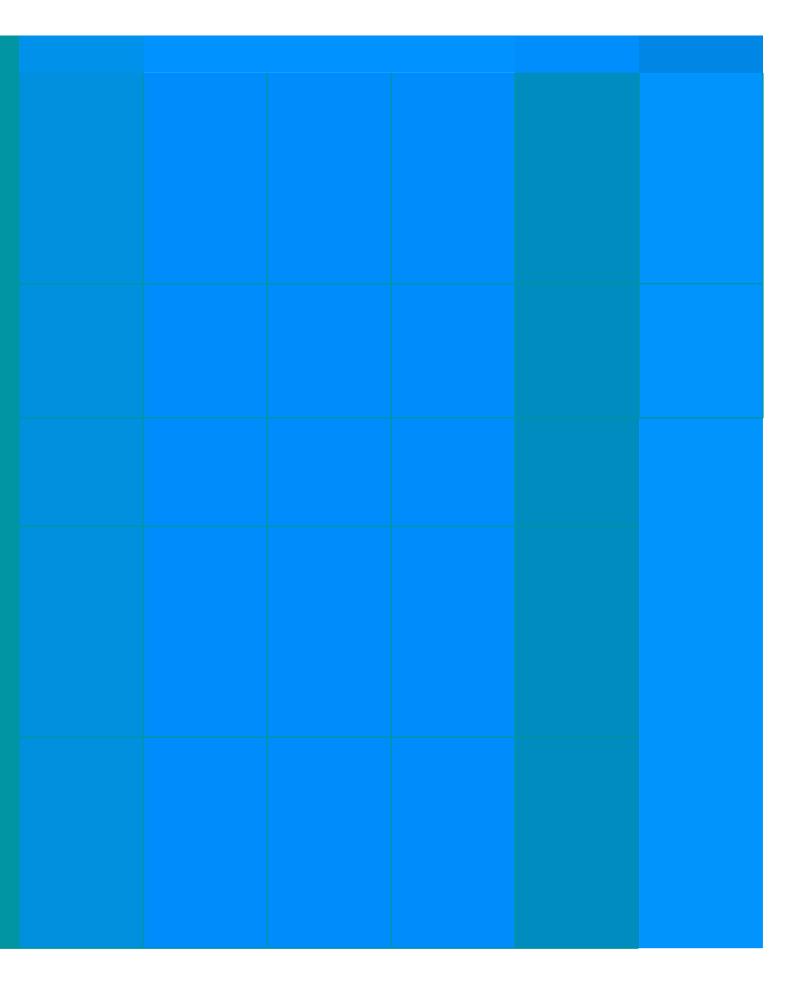
Preface

ELA and Literacy and the NCSSFL-ACTFL Can-Do Statements are based on an integrated approach to literacy across content areas, with a focus on performance and an under standing of multiple perspectives and cultures.

## **Development and Publication of the**

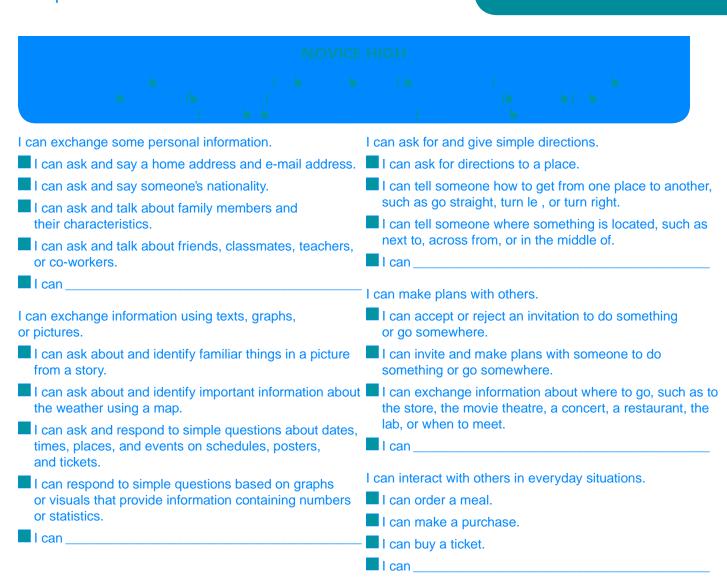
NCSSFL-ACTFL Can-Do Statements
e NCSSFL-ACTFL Can-Do Statements are the result
of a collaborative e ort between NCSSFL and ACTFL.
e collaboration of these two national organizations
strengthens the goal of articulating a uni ed message for
the language teaching and learning communities. e
Can-Do Statements seamlessly link classroom activities

	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid
Interpersonal Communication					



I can greet my peers.	I can answer a few simple questions.
I can say hello and goodbye.	I can respond to yes/no questions.
I can	I can answer an either/or question.
I can introduce myself to someone.	<ul><li>I can respond to whowhat when wherequestions.</li><li>I can</li></ul>
I can tell someone my name.	<b>1</b> Can
I can	

I can greet and leave people in a polite way.	I can make some simple statements in a conversation.
I can say hello and goodbye to someone my age or younger.	I can tell someone what I am doing.  I can say where I went.
<ul><li>I can say hello and goodbye to my teacher, professor, or supervisor.</li><li>I can say hello and goodbye to an adult.</li></ul>	<ul><li>I can say whom I am going to see.</li><li>I can express a positive reaction, such as "Great!"</li></ul>
I can say hello and goodbye to a person I do not know.	I can
I can introduce myself and others.	I can ask some simple questions.  I can ask whowhat when wherequestions.
I can introduce myself and provide basic personal information.	I can ask questions about something that I am learning.  I can
I can introduce someone else.  I can respond to an introduction.	I can communicate basic information about myself and people I know.
I can	■ I can say my name and ask someone's name.
I can answer a variety of simple questions.	I can say or write something about the members of my family and ask about someone's family.
I can answer questions about what I like and dislike.  I can answer questions about what I am doing and what	I can say or write something about friends and classmates or co-workers.
<ul><li>did.</li><li>I can answer questions about where I'm going or where I went.</li></ul>	I can communicate some basic information about my
I can answer questions about something I have learned I can	everyday life.  I can give times, dates, and weather information.
	I can talk about what I eat, learn, and do.
	I can talk about places I know.
	I can ask and understand howTj Et someone's family.



I can have a simple conversation on a number of everyday topics.	I can use the language to meet my basic needs in familiar situations.
I can talk with someone about family or household task	s I can ask for help at school, work, or in the community.
I can talk with someone about hobbies and interests.	I can make a reservation.
I can talk with someone about school or work.	I can arrange for transportation, such as by train, bus, taxi, or a ride with friends.

I can ask and answer questions on factual information that is familiar to me.

- I can ask and answer questions related to subjects such as geography, history, art, music, math, science, language, or literature.
- I can

I can start, maintain, and end a conversation on a variety of familiar topics.



I can resolve an unexpected compli 22.929 25.2 Td [(lws g)4(e(n)86

- I can explain absentee and sick leave policies and answer questions about them.
- I can explain current issues, such as leash laws, school dress codes, drinking age, or speed limits.
- I can discuss what is currently going on in another community or country.
- I can\_\_\_\_\_

I can compare and contrast life in di erent locations and in di erent times.

- I can explain how life has changed since I was a child and respond to questions on the topic.
- I can compare di erent jobs and study programs in a conversation with a peer.
- I campute that in the content to th
- I can \_\_\_\_\_

I can exchange complex information about academic and professional tasks.

- I can exchange complex information about my academic studies, such as why I chose the eld, course requirements, projects, internship opportunities, and new advances in my eld.
- I can exchange complex information about my work responsibilities, such as the hiring process, my work schedule, the nature of my tasks, how I interface with other employees, opportunities for advancement, and new directions in my eld.
- I can exchange complex professional or academic information to engage in collaborative work with my counterparts in di erent regions or countries.

	0	<b>-</b>	

I can exchange detailed information on topics within and beyond my elds of interest.

- I can exchange detailed information about my personal and professional interests.
- I can exchange detailed information on technological advances.
- I can participate in conversations on social or cultural questions relevant to speakers of this language.
- I car

I can support my opinion and construct hypotheses.

- I can give a supported argument about work-related processes that would bene t me and my employer.
- I can give a supported argument about social reform, such as daycare and elder care.
- I can usually defend my views in a debate.
- I can

I can support my opinions clearly and precisely.

- I can explain advantages and disadvantages of various to live.
- I can participate in technical discussions in my eld.
- I can participate in a book discussion.

I can discuss complex information in debates or meetings.

- I can put forth and react to others' complex ideas during a business discussion.
- I can put forth and react to others' complex ideas during a discussion to solve a community issue.
- I can participate actively and react to others appropriately in academic debates, providing some facts and rationales to back up my statements.
- I can participate actively in a friendly political debate.
- I can participate in discussions on complex social and environmental issues, such as the in uence of mass media on society or government policies.
- I can

I can participate with ease in complex discussions with multiple participants on a wide variety of topics.

- courses of action, such as whether to rent or buy a place. I can participate in an in-depth academic discussion with other students and educators who share my knowledge of the topic.
  - I can skillfully relate my point of view to conversations about issues, such as foreign policy, healthcare, or environmental and economic concerns to those made by other speakers.

I can recite words and phrases that I have learned.  I can count from 1-10.	I can introduce myself to a group.  I can state my name, age, and where I live.
I can say the date and the day of the week.  I can list the months and seasons.  I can	I can give my phone number, home address, and email address.  I can
I can state the names of familiar people, places, and objects in pictures and posters using words or memorized	I can recite short memorized phrases, parts of poems, and rhymes.
phrases.	I can sing a short song.
I can name famous landmarks and people.  I can name countries on a map.	I can recite a nursery rhyme.  I can recite a simple poem.
I can list items I see every day.	I can
I can	_

I can present information about myself and others using words and phrases.	I can talk about my daily activities using words, phrases, and memorized expressions.
I can say what I look like.	I can list my classes and tell what time they start and end.
I can say what I am like.	I can name activities and their times in my daily schedule.
I can say what someone looks like.	II coami Tatlik (tab) ob 2 (n) 44 (att 5 15 to 25 n Other Oveset ne 2 to 2 to 2 to 2 to 3 to 3 to 3 to 3 to
I can say what someone is like.	
I can	_
I can express my likes and dislikes using words, phrases, and memorized expressions.	
I can say which sports I like and don't like.	
I can list my favorite free-time activities and those I don't like.	
I can state my favorite foods and drinks and those I don't like.	t
I can	_
I can present information about familiar items in my immediate environment.	
I can talk about my house.	
I can talk about my school or where I work.	

I can talk about my room or o ce and what I have in it.I can present basic information about my community,

town/city, state, or country.

can talk about people, activities, events, and experiences	s.I can present songs, short skits, or dramatic readings.
I can describe the physical appearance of a friend or family member.  I can describe another person's personality.  I can describe a school or workplace.  I can describe a famous place.  I can describe a place I have visited or want to visit.  I can present my ideas about something I have learned.  I can  can express my needs and wants.  I can describe what I need for school or work.  I can talk about what I want or need to do each day.	<ul> <li>I can retell a children's story.</li> <li>I can present a proverb, poem, or nursery rhyme.</li> <li>I can participate in a performance of a skit or a scene from a play.</li> <li>I can</li> </ul>
can present information on plans, instructions, and	- I can
directions.  I can explain the rules of a game.  I can give multi-step instructions for preparing a recipe.  I can describe what my plans are for the weekend.  I can describe what my summer plans are.	
I can describe holiday or vacation plans.  I can describe what is needed for a holiday or a celebration.	
I can describe what I plan to do next in my life.  I can	-

l can \_\_\_

INTERME	DIATE MID		
and the second s	$(a,b) = \{  \mathbf{b} ^{1/2} \mid 1 \leq b \leq b \} $		
I can make a presentation about my personal and social experiences.	I can make a presentation about common interests and issues and state my viewpoint.		
I can describe a childhood or past experience.  I can report on a social event that I attended.	I can give a presentation about a favorite movie or song and tell why I like it.		
<ul><li>I can make a presentation on something new I learned</li><li>I can make a presentation about my plans for the future</li></ul>	I can give a presentation about a famous person or historical gure and tell why he/she is important.		
I can	I can share my reactions about a current event and explain why the event is in the news.		
I can make a presentation on something I have learned or researched.	l can		
I can give a short presentation on a current 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, suc a party or family reunion.	h as		
I can give a short presentation on a famous person, landmark, or cultural event.			

I can deliver short presentations on a number of academic I can explain issues of public and community interest, and workplace topics. including di erent viewpoints.

- I can present an explanation for a work or school process I can present reasons for or against a position on a project, or policy.
- I can provide a rationale for the importance of certain classes, subjects, or training programs.
- I can present a summary of an action plan or annual report for a club or work group.
- I can

I can deliver short presentations on social and cultural

- I can present an explanation for a social or community project or policy.
- I can give a presentation about the importance of certain I can make presentations about special opportunities such social and cultural practices.
- I can give a presentation on traditions related to social events such as homecoming, graduation, marriages, funerals, etc.
- I can present a summary of an action plan or annual report for a community or social organization.
- I can

political or social issue.

- I can make a presentation related to public health or safety.
- I can present a position during a formal debate.
- I can make a presentation promoting an event, a service, or a product.
- I can

I can deliver presentations for a speci c audience.

- I can deliver a presentation to my classmates or colleagues.
- as internships and study abroad.
- I can provide an explanation about a process or procedure such as obtaining a driver's license, submitting an application for college admission, applying for a scholarship nancial aid, etc.
- I can present an overview about my school, community, or workplace.
- l can

# ADVANCED MID The state of the boundary boundary of the state of the s

I can present information about events of public or personal interest.

- I can recount the details of a historical event.
- I can present in detail the plot, setting, characters, etc. of a Im or book.
- I can describe in detail a social event or a local celebration.
- I can present a full account of the social and cultural activities from a recent trip or excursion.
- I can tell a story to a particular audience for dramatic e ect
- I can incorporate simple analogies into presentations.
- I can give an accurate description of something I participated in or witnessed.
- I can \_\_

I can convey my ideas and elaborate on a variety of academic topics.

- I can make presentations on a variety of subjects I have researched.
- I can teach a lesson intended for a particular audience.
- I can give detailed presentations on the process and the outcome of an experiment, research study, etc.
- I can make presentations to advocate for educational opportunities such as membership in a club, honor society, or study abroad.
- I can give a presentation on a capstone or similar summative project such as a thesis or seminar.
- I can

I can give presentations with ease and detail on a wide variety of topics related to professional interests.

- I can give a presentation about my studies, work, or organization to an outside audience.
- I can advocate for new ideas or innovative approaches related to school, work, or training.
- I can present detailed information to clients, customers, or others.
- I can



I can give a clearly articulated and well-structured presentation on a complex topic or issue.

- I can provide a balance of explanations and examples or I can speak extemporaneously to clarify or expand on complex topic.
- I can expound on a concept or trend in my eld of specialization.
- I can give a speech on a particular controversial issue, challenging listeners to consider multiple perspectives.
- I can lecture for a variety of purpose in a way that aligns I can e ortlessly reformulate what I want to say when the presentation with intended objectives.
- I can

I can adapt the language in my presentation for casual, professional, or general public audiences.

- I can use both informal to formal speech when speaking to a mixed group.
- I can use specialized language or jargon targeted to a particular audience.
- I can simplify my speech for younger or less informed audiences.
- l can\_

I can depart from the prepared text of my presentation when appropriate.

- points in a presentation.
- I can II in gaps to address the audience's lack of knowledge on a particular topic.
- I can restructure my presentation to re ect a particular point of view.
- interrupted or misunderstood.
- I can con dently present on a complex topic to an audience unfamiliar with the topic and make adjustments as needed to meet the needs of the audience.
- I can

I can present skillfully and with accuracy, e ciency, and e ectiveness in a variety of settings.

## I can copy some characters or letters and words that I see I can label familiar people, places, and objects in pictures on the wall or board, in a book, or on the computer. and posters.

- I can copy the letters of the alphabet.
- I can copy the characters that I am learning.
- I can copy a simple phrase like "Happy Birthday," "Happy I can list items290ad every day. Holidays," etc.
- l can
- I can write words and phrases that I have learned.
- I can write my name, home address, and my email address.
- I can write numbers such as my phone number.
- I can write the date and the day of the week.
- I can write the months and seasons.
- I can

- I can label famous landmarks and people.
- I can write the names of countries on a map.
- I can label items in a room.
- ·■ I can



I can write information about my daily life in a letter, blog, discussion board, or email message.

- I can introduce myself.
- I can describe my family and friends.



# INTERMEDIATE LOW

I can write about people, activities, events, and experiences.

- I can describe the physical appearance and personality of a friend or family member.
- I can write about a school, workplace, famous place, or place I have visited.
- I can write about a holiday, vacation, or a typical celebration.
- I can write about something I have learned.
- I can write about what I plan to do next in my life.
- I can\_\_\_\_\_

I can prepare m 0 Cd27.n mbrus pypd27.srand mlloan write abot a holide a

handout, a synopsis, etc.

I can

INTERMEDI	ATE MID
the state of the state of the state of	harmonia de la harmonia de la companya del companya del companya de la companya d
<ul> <li>I can write messages and announcements.</li> <li>I can write a message to explain or clarify something.</li> <li>I can write about common events and daily routines.</li> <li>I can write an autobiographical statement for a contest, study abroad or other special program, or job application.</li> <li>I can write an invitation or yer about an event I am</li> </ul>	<ul> <li>I can compose communications for public distribution.</li> <li>I can create a yer for an upcoming event at my school at work.</li> <li>I can write a review of a movie, book, play, exhibit, etc.</li> <li>I can post an entry to a blog or a discussion forum.</li> <li>I can compose a simple letter, response, or article for a</li> </ul>
planning.  I can  I can write short reports about something I have learned or researched.	publication.  I can contribute to a school or work publication.  I can
<ul><li>I can write a short article on a current event.</li><li>I can write about an academic subject, such as science, math, art, etc.</li></ul>	
I can write the minutes or a debrief from a club or other meeting.  I can	

## I can write about school and academic topics. I can write about community topics and events. I can write a simple summary about something I have I can write a simple summary about something I have learned. researched. ■ I can write a series of steps needed to complete a task, ■ I can write the content for a multi-media presentation, a such as for an experiment. handout, a synopsis, etc. I can prepare notes for someone who was absent from I can write the series of steps needed to complete a task, class or school. such as for a community event or a fund raiser. ■ I can write the content for a multi-media presentation, a 📕 I can summarize what has been happening in the handout, a synopsis, etc. community for someone who is new or has been away. I can I can I can write about an entertainment or social event. I can write about work and career topics. I can write a simple summary about an assignment or I can summarize a conversation or interview that I had task that I've been asked to do. with someone. I can document the series of steps needed to complete all can describe an event that I participated in or witnessed. task or project. I can write a brief summary of the plot of a movie or an I can prepare notes for someone who is new or has been episode of a TV show. absent from a project, team, or work meeting. I can I can dra a work plan. I can write the content for a multi-media presentation, a

I can meet basic school and academic writing needs.

- I can revise class or meeting notes that I have taken for distribution.
- school assignment.
- I can write an abstract for a science fair project, research I can write a letter of advice or letter to the editor on a study, or conference.
- I can write summaries or annotations for a research project.
- I can

I can meet basic work and career writing needs.

- I can write an informational memo about a project or event.
- I can write summaries or a multi-step work plan for a new project.
- I can write brief job descriptions or performance reports.
- I can revise for distribution meeting notes that I have taken.
- I can dra and revise a resume or cover letter.
- I can

I can meet basic social and civic writing needs.

- I can manage and edit an online journal, blog, or discussion forum.
- I can dra and revise an essay or composition as part of 📶 I can write an article about an event or project of a club or
  - social, civic, or political issue.
  - I can prepare reports and online communications for a social club, community, or political group.
  - I can

# ADVANCED MID The state of the

I can write well organized texts for a variety of academic purposes.

- I can write a research paper on a topic related to my studies or area of specialization.
- I can write a proposal for a project or a research study.
- I can write a newspaper and/or magazine article about an events or fundraising. event, project, or research initiative.
- I can write content for instructional resources.
- l can\_\_\_\_\_

I can write well organized texts for a variety of professional purposes.

- I can write letters of recommendation.
- I can write a project proposal or a report.
- I can write about the results of a survey and the recommendations that might follow.
- I can write a statement for a job application.
- I can write performance reviews or project evaluations.
- I can write brochures or other resources for clients or customers.
- I can\_\_\_\_\_

I can write well organized texts for a variety of general interest purposes.

- I can write an article for a special interest magazine.
- I can write a family or community history.
- I can write brochures or other resources for community events or fundraising.
- I can write promotional materials.
- I can \_\_\_\_

general interest.

- I can write an analysis piece for a literary magazine or other similar publications.
- I can write a comprehensive policy statement challenging readers to consider multiple perspectives.
- I can write personal imaginative texts, such as a Im or drama script, following established conventions of the genre.
- I can

I can write about complex and abstract issues on academic and professional topics.

- I can write extensively on a concept or trend in my eld of specialization.
- I can write an article for submission to a professional or specialized journal.
- I can write using specialized or professional vocabulary.
- I can write an academic thesis or dissertation.
- I can

I can write e ectively about complex and abstract issues of I can develop an argument using the writing mechanics and organizational style of the target language and culture.

- I can accurately apply the standard punctuation of the target language.
- I can write using appropriate grammatical structures of the target language.
- I can structure my prose to re ect the way in which arguments are structured and elaborated in target language writing.
- l can

DISTINGUISHED				

I can cra texts using a variety of writing styles re ective of target culture patterns.

- I can use rhetorical devices to convey humor, irony, or
- I can write metaphorically based on the cultural or historical context of the readership.
- I can use language that re ects nuances of the target culture as appropriate to the context and readership.
- I can

I can write as succinctly or elaborately as required by the purpose of the writing.

- I can write a text as short as a poem or as long as a treatise.
- I can author persuasive and hypothetical discourse.
- I can write a persuasive communication.
- I can advocate a position that is not necessarily my own.
- I can

I can write creatively.

- I can write in a thought-provoking manner.
- I can write in unconventional ways that surprise the
- I can use structure and punctuation to enhance meaning.

can occasionally identify the sound of a character or a word.  I can recognize the sound of a few letters when they are spoken or spelled out.  I can	I can occasionally understand isolated words that I have memorized, particularly when accompanied by gestures or pictures.  I can understand greetings. I can recognize some color words. I can understand some numbers. I can understand some food items. I can
<ul> <li>word.</li> <li>I can recognize the sound of a few letters when they are spoken or spelled out.</li> </ul>	memorized, particularly when accompanied by gestures or pictures.  I can understand greetings.  I can recognize some color words.  I can understand some numbers.  I can understand some food items.
can understand a few courtesy phrases.  I can understand greetings. I can understand when people express thanks. I can understand when people introduce themselves. I can understand when someone asks for a name. I can can recognize and sometimes understand basic information in words and phrases that I have memorized.	I can recognize and sometimes understand words and phrases that I have learned for speci c purposes.  I can recognize the names of the planets in a science class.  I can recognize the names of some parts of the body in a health or tness class.  I can
I can understand days of the week and the hour.	
I can recognize when I hear a date.	
I can recognize some common weather expressions.  I can	

# INTERMEDIATE LOW The last of the last of

I understand descriptions and stories of events that have I can understand the main idea of popular genres. happened or will happen.

- I can understand short presentations about famous people in history.
- I can understand a voicemail outlining the details of a plan for an upcoming outing.
- I can follow a video conferencing session in which the speakers recount their experience on a recent trip.
- I can \_\_\_\_\_

I can easily understand detailed reports and exposés.

- I can understand an interview in which the relationship of texting and tra c accidents is detailed by victims' reports on their experiences.
- I can understand a radio report on the increased crime rate in the community that includes descriptions of speci c incidents of crime.
- I can understand a televised exposé on celebrities as heroes.
- I can

I can o en understand various viewpoints in extended arguments.

- I can follow the argument when students debate the advantages and disadvantages of study abroad supported by examples of their personal experiences.
- I can understand the main points made in a conva(f t)6(c)-5(io)12.1(d)]TJ T\* I 1\_2 18 434 th detr19(t w)-7(h 9.1(ts n)-1es.)]

I can recognize a few letters or characters.  I can alphabetize a few names or words.	I can connect some words, phrases, or characters to their meanings.
■ I can match a character in a headline to a supporting	I can recognize some cities on a map.
visual.	I can identify some menu items.
I can	I can
- Carr	- I can

I can recognize words, phrases, and characters with the help of visuals.

- I can recognize entrance and exit signs.
- I can identify family member words on a family tree.
- I can identify healthy nutritional categories.
- I can identify the simple labels on a science-related graph.
- I can \_\_\_\_\_

I can understand simple personal questions.

- I can understand the questions asked on a career preference survey.
- I can understand what is asked for on a simple, popular
  I can understand postings in blogs on familiar topics. magazine questionnaire.
- I can understand the personal questions to complete a pro le on a social media site.
- l can\_

I can understand basic information in ads, announcements, and other simple texts.

- I can understand the information in birth and wedding announcements.
- I can understand the information in sales ads.
- I can understand basic information on travel brochures.
- I can understand basic information on food labels.
- I can

I can understand the main idea of what I read for personal enjoyment.

- I can understand updates in entertainment magazines.
- I can understand postcards from friends.
- l can

I can read simple written exchanges between other people.

- I can understand the main idea of personal messages exchanged in chat rooms.
- I can understand the main idea of a biographical interview with a celebrity.
- I can

I can understand accounts of personal events or experiences.

- I can understand information about an upcoming excursion, such as a class trip or company event.
- I can understand a friend's postcard describing a family vacation.
- I can understand descriptions of a Peace Corps volunteer's daily life.
- l can

I can indiand use information for practical purposes.

- I can read about an upcoming event to help me decide whether or not to attend.



I can understand narrative, descriptive, and informational I can read most general ction and non-ction. texts of any length.

- I can understand a detailed account of a unique travel or I can understand most inferences and allusions. cultural experience.
- I can understand the minutes of a student club meeting that describes new by-laws.
- I can understand the new perspectives of a musical ground I can in an article that describes the direction taken in their latest CD.
- I can understand most documents outlining rules and regulations, such as an apartment rental contract.
- I can

I can read about most topics of special interest.

- I can understand a report that describes policy changes, for example, related to admission into a program or changes to social networking platforms.
- I can follow the reporting of national or international news, such as an election, a natural disaster, or civil unrest.
- I can

- I can understand most short stories, plays, and novels.
- I can understand non-ction texts that are specialized and complex in nature, such as essays, documentaries, technical documentation, etc.

I can analyze the primary argument and supporting details.

- I can interpret editorials.
- I can read a position statement and understand the inferences.
- I can understand a detailed analysis.
- I can understand a literary review.
- I can

I can understand detailed information within and beyond my elds of interest.

- I can understand a technical report within my eld.
- I can understand a journal article in my eld.
- I can read most academic or professional articles unrelated to my eld.
- I can\_\_\_\_\_

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I can understand technical language and jargon.

- I can understand technical manuals.
- I can understand legal language.
- I can understand contracts.
- I can understand legislative language.
- l can

I can understand popular texts that contain slang, idioms, satire, and cultural references.

- I can understand the cultural nuances of literary and digital texts.
- I can understand the subtleties of political satire in cartoons, essay, or blogs
- l can \_\_\_\_\_

I can understand beyond the text, understanding inferences, subtleties, literary devices, and rhetorical structures of diverse works.

- I can understand literary works that contain cultural inferences and embedded historical contexts.
- I can understand the cultural nuances in humorous texts.
- I can understand editorials whose arguments are indirect rather than literal.