

Example Evidence for Communicative Elements of a Language

This list is taken from the [NCSSFL-ACTFL Can-Do Statements](#). The bulleted statements below serve only as examples of what students are able to do at this level of proficiency. This is not an exhaustive list, nor is it a required checklist. This serves only to give the district and/or evaluator a more concrete idea of what types of evidence the student could or should provide or how the rater can determine competence.

Element 1: Interpretive Listening or Viewing

1A. The student can identify the underlying message and some supporting details across major time frames in informational speech.

- Understand short presentations about famous people in history.
- Follow the details of televised promotions for upcoming programs.
- Identify the events of a travel writer's most recent trip as recounted in a podcast or vlog.
- Understand the main points of a recorded short story.
- Understand a presentation about a student's typical school day

1B. The student can follow the main story and some supporting details across major time frames in fictional storytelling.

- Understand the moral lesson expressed in an oral fable.
- Identify events that influenced a character's decisions.
- Identify the historical values expressed in an epic poem.
- Identify the political beliefs of characters in a historical re-enactment.
- Understand the reasons for a character's transformation in a play.

1C. The student can understand the main message and some supporting details across major time frames in a recorded conversation or discussion.

- Understand the discussion about clothing items discussed between someone in a dressing room and the attendant.
- Understand the feelings expressed by friends about their parents or relatives.
- Understand a couple's plans for their wedding and honeymoon.
- Follow a video conferencing session where participants are talking about a planned community project.
- Understand a conversation where friends express their concerns about a new or changing school policy.

Element 2: Interpretive Reading

2A. The student can identify the underlying message and some supporting details across major time frames in informational texts.

- Understand written summaries of candidates' platforms to make a voting decision.
- Understand some events described in an excerpt from a historical journal.
- Understand website descriptions of a Peace Corps volunteer's daily life.
- Read movie reviews to choose what to watch.
- Read a catalogue of course descriptions to choose my classes.

Element 2: Interpretive Reading (continued)

2B. The student can follow the main story and some supporting details across major time frames in fictional texts.

- Understand the moral lesson expressed in a fable.
- Understand the details that motivated the main character to commit a crime in a mystery.
- Identify the historical values expressed in an epic poem.
- Understand the main points of a science fiction short story.
- Understand the reasons for a character's transformation in a chapter of a graphic novel.

2C. The student can understand the main message and some supporting details across major time frames in a transcribed conversation or discussion.

- Understand a discussion between client and designer on a home remodeling designer's blog.
- Understand an email thread between friends planning a graduation party.
- Understand an online forum where people express concerns about an upcoming election.
- Understand an exchange of letters relating to a product malfunction.
- Understand reactions and responses to a topic about which a radio host is taking calls.

Element 3: Interpersonal Speaking or Signing

3A. The student can exchange information and ideas in discussions on a variety of familiar and concrete academic and social topics, using a few simple paragraphs across major time frames.

- Participate in a conversation to identify current and past examples of challenges that immigrants faced.
- Discuss with others the preparations that have been made and need to be completed for an upcoming play or group presentation.
- Discuss with a friend on the phone a problem I am having and come up with solutions.
- Discuss information and feelings about career pathways with a friend or counselor.

3B. The student can interact and negotiate to resolve an unexpected complication that arises in a familiar situation, using a few simple paragraphs across major time frames.

- Negotiate with a customer service representative to receive a refund for an item I purchased.
- Interact with my supervisor to request time off from work and explain why I need it.
- Discuss with a friend how and when I am going to replace an item that I borrowed and then lost or broke.
- Interact with the hotel staff to request a room switch.
- Discuss with the rental agent what happened to a rental car.
- Discuss menu options with a server when my requested order is not available.

Element 3: Interpersonal Speaking or Signing (Continued)

3C. The student can maintain conversations by providing explanations and comparisons of preferences, opinions, and advice on familiar and concrete academic and social topics, using a few simple paragraphs across major time frames.

- Discuss with someone from a different generation on the pros and cons of internet and social media.
- Exchange opinions on school policy and give reasons why it should be changed.
- Discuss with a friend or parent why we should vacation somewhere versus their choice.
- Discuss with a retail employee what clothing items you are shopping for and interact with them while they help you shop or pick out options.
- Discuss with a school counselor about why you are interested in some classes or academic pathways and not others.

Element 4: Presentational Writing or Signing

4A. The student can tell stories about school and community events and personal experiences, using paragraphs across major time frames.

- Write or sign about the events of a family reunion for my relatives in another country.
- Write or sign a blog/vlog post describing the highlights of a recent trip or excursion.
- Write or sign about a social, cultural or political event that occurred or will occur in my community.
- Describe an issue that occurred at school for an administrator or counselor.

4B. The student can state a viewpoint with supporting evidence on some concrete academic and social topics of interest, using paragraphs across major time frames.

- Write or sign an explanation that convinces others of the value of experiencing art and music from cultures other than my own.
- Write or sign an argument for or against a position on a social issue.
- Write or sign a blog/vlog giving a rationale for dietary, exercise, and self-care practices to promote healthy living.

4C. The student can deliver presentations on some concrete academic and social topics of interest, using paragraphs across major time frames.

- Summarize a class meeting and upcoming plans for a teacher or a student who was absent.
- Create an explanation of your science fair project that someone can view while you are away from your posterboard.
- Write or sign an advertisement for your summer babysitting or lawncare services that will be posted on social media platforms.
- Give an overview of your local community that will be distributed to a group of new exchange students.

Approved Assessment	Languages Available	Minimum Score to Qualify for Seal	Minimum Score to Qualify for Commendation
ACTFL Oral Proficiency Interview (OPI)	Afrikaans, Akan-Twi, Albanian, Algerian (ILR only), Amharic, Arabic (MSA), Armenian, Assyrian, Azerbaijani, Baluchi, Bengali, Bosnian, Bulgarian, Burmese, Cambodian, Cantonese, Cebuano, Chavacano, Chechen, Czech, Danish, Dari, Dutch, Egyptian (ILR only), English, Finnish, French, Ga, Georgian, German, Greek (Modern), Gujarati, Haitian Creole, Hausa, Hebrew, Hindi, Hmong/Mong, Hungarian, Igbo, Ilocano, Indonesian, Iraqi (ILR only), Italian, Japanese, Javanese, Jordanian (ILR only), Kazakh, Kikongo, Kinyarwanda, Korean, Krio, Kurdish, Lao, Lebanese (ILR only), Levantine (ILR only), Lingala, Malay, Malayalam, Mandarin, Mandingo-Bambara, Mongolian, Moroccan (ILR only), Nepali, Norwegian, Palestinian (ILR only), Pashto, Persian Farsi, Polish, Portuguese, Punjabi, Quechua, Romanian, Russian, Serbian/Croatian, Sindhi, Sinhalese, Slovak, Somali, Spanish, Sudanese (ILR only), Swahili, Swedish, Tagalog, Tajik, Tamil, Tausug, Telugu, Thai, Tigrinya, Turkish, Turkmen, Uighur, Urdu, Uzbek, Vietnamese, Wolof, Yemeni, Yoruba, Zulu.	Intermediate High	Intermediate Low
ACTFL Reading Proficiency Test (RPT)	Arabic, Chinese (Mandarin), English, French, German, Indonesian, Italian, Japanese, Korean, Portuguese, Russian, and Spanish.	Intermediate High	Intermediate Low
ACTFL Writing Proficiency Test (WPT)	Available on-demand: Arabic, Chinese (Mandarin), Chinese-Cantonese, English, French, German, Italian, Japanese, Korean, Russian, Spanish Available in limited quantities: Albanian, Dutch, Greek (Modern), Haitian Creole, Hebrew, Hindi, Persian, Persian Farsi, Polish, Portuguese, Swedish, Turkish, Urdu, and Vietnamese	Intermediate High	Intermediate Low
ACTFL Listening Proficiency Test (LPT)	Arabic, Chinese, English, French, German, Italian, Japanese, Korean, Portuguese, Russian, and Spanish	Intermediate High	Intermediate Low

Alternative Assessment Method (Portfolio) Language Other than English (LOTE)

The following assessments may be used as a component of a student portfolio. The assessments on this list are nationally recognized and available and meet proficiency requirements but are **not** approved as a complete or partial domain assessment to qualify for the Seal. The responsibility lies with the participating public or nonpublic district/school to purchase and administer the assessment in accordance with rule and law.