

# Canadian Language Benchmarks Can Do Statements



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Centre for Canadian Language Benchmarks

Centre for Canadian Language Benchmarks  
294 Albert Street, Suite 400  
Ottawa, ON K1P 6E6

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visit: [www.language.ca](http://www.language.ca)

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# Can Do Statements

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## Introduction for Instructors

The Can Do Statements are based on the Canadian Language Benchmarks (CLB). They describe what learners can do at benchmarks 1 to 12 in the skills of Listening, Speaking, Reading and Writing. The purpose of these statements is to present some of the information in the CLB document in language that is accessible to learners. The statements can help to facilitate discussions between you and your learners about what they have accomplished and what they still need to develop.

The Can Do Statements should be used after benchmarks have been assigned by a reliable methodology, such as a standardized placement test or classroom outcomes instrument. The statements themselves are not a means to assess learners or to assign benchmarks. When benchmarks have been assigned, you should use the Can Do Statements to explain what the benchmarks mean. The best way to do this is to call the learner's attention to the statement for each assigned benchmark and also to the benchmark below and the one above. This three-benchmark range provides a meaningful indication of where the learner fits on the continuum of language ability.

For example, after a Writing assessment process in which a learner successfully demonstrates the characteristics of CLB 3, you might want to explain this assigned benchmark and talk to the learner about accomplishments and goals. You would begin by presenting the Can Do Statement for Writing benchmark 3, showing the learner the very general descriptor of overall ability that appears in the top left box on the statement page. Then, you would point out the information in the top right box, which gives the conditions and features that have to be present in order for the learner to successfully demonstrate ability.

Moving on to the competency areas, you would explain to the learner that a result of benchmark 3 means that he or she can do many things that are similar to the tasks listed in those boxes. Call the learner's attention to the fact that there are four competency areas and discuss the kinds of abilities that are associated with each, stressing the importance of developing Writing ability in reference to all four areas.

Next, you would show the learner the Can Do Statement for Writing benchmark 2 and explain how he or she exceeds the characteristics of this benchmark. Finally, you would spend some time showing the learner the Can Do Statement for Writing benchmark 4. At this point, you would explain that this is the next benchmark to be accomplished. Together, you and the learner would review the information in the benchmark 4 statement and discuss the kinds of things that need to be worked on in order to develop Writing ability to the degree of benchmark 4. After this discussion, the learner would have a sense of what it means to progress from one benchmark to another, understanding what has been accomplished in moving from benchmark 2 to 3 and what is required to work toward benchmark 4.

This discussion would be repeated for the other language skills, after which the learner would have a sense of his or her general progress through the benchmarks and an understanding of what is required to work toward the next higher benchmark in each language skill.

The Can Do Statements are not checklists. Instructors who have previously worked with CLB-based checklists may wonder why this use of the resource is not recommended. The main reason is that a checklist can send the wrong message about what it means to assign a benchmark. A simple one-page checklist cannot capture all of the requirements for reliable assignment of a benchmark, yet the checklist format can lead to the mistaken assumption that a learner has achieved a benchmark when all or most of the checkmarks have been entered on the page.

The Can Do Statements summarize CLB-based information in a way that supports instructors in explaining benchmarks that have been assigned using accepted methodologies. In your classroom, you may already be using some of the standardized CLB-based tools available for progress assessment, and if you are also using Portfolio Based Language Assessment (PBLA), you are systematically gathering samples and evidence to show that a learner can consistently demonstrate ability to the required degree in each language skill. It is this evidence, along with your day-to-day observations and other classroom activities that inform your assessment of curriculum progress or outcomes.

The Can Do Statements cannot be used as assessments because they do not include any test prompts, items or indicators. The tasks suggested in the statements are for illustration purposes only and do not include the level of detail needed to support assessment. The statements cannot be used by learners for self evaluation because learners do not have enough knowledge of the CLB continuum to place themselves at benchmarks. The expertise of an instructor and the application of a systematic procedure are required to determine when a learner has met the expectations of a CLB-based curriculum.

The Can Do Statements support your explanations to learners after accurate benchmarks have been assigned. The statements enhance CLB-based instruction by providing a resource that clearly explains to learners what their assigned benchmarks mean and what they need to focus on as they work toward the next benchmark in each language skill.

# Can Do Statements



## Introduction for Learners

English as a Second Language (ESL) in Canada is often based on the Canadian Language Benchmarks (CLB). There are 12 benchmarks for each language skill - Listening, Speaking, Reading and Writing. If you are an ESL learner in Canada, you probably have four assigned benchmarks. These benchmarks indicate how well you can use English to express your ideas and to comprehend others.

Information about the benchmarks is contained in a large document used by instructors and test developers. The document is quite complex and difficult for many learners to understand. The Can Do Statements were created to help you understand what your assigned benchmarks mean. The statements are based on the CLB, and they tell you some of the things that a person can do at each benchmark.

If you want to use the Can Do Statements by yourself, find your assigned benchmark for each language skill. Look at the top left box for a general description of your ability. Look at the top right box to see when you are able to best show your ability. Look at the other boxes to see the kinds of things that people at your benchmark can usually do. This will give you a general idea of what your benchmark means.

For a better understanding of your benchmarks, it is best to look at the Can Do Statements together with your instructor. He or she can explain in detail why you fit at each of your benchmarks. Your instructor may also point out particular class activities or assignments that show abilities related to your benchmarks. He or she will then explain what you need to work on so that you can make progress to reach the next benchmark.

The Can Do Statements help you understand what you have already accomplished, and they give information that supports you as you set your next language learning goals.

# Sample Statement

The following illustration describes each section of the Can Do Statements:

The top-left box gives you a general description of your ability.

The top-right box tells you when you are able to best show your ability.

Canadian Language Benchmarks  
Can Do Statements

Listening **Benchmark 3**

**At this Benchmark, I can:**

- understand short, simple sentences

**When:**

- I can see the person
- the person speaks at a slow to normal rate and helps me understand
- the person often uses pictures or gestures
- the topic is familiar

**Interacting with Others**

- Understand very short, simple social conversations (including greetings, introductions and endings).  
*For example:*
  - an apology from a friend
  - an introduction to a new co-worker

**Getting Things Done**

- Understand common requests, warnings, and permission.  
*For example:*
  - a request for a day off work
  - a request to borrow a book

**Comprehending Instructions**

- Follow 2- to 4-step common instructions and directions.  
*For example:*
  - instructions for a classroom activity
  - directions to a washroom

**Comprehending Information**

- Understand short descriptions of a person, object, situation, personal experience, or routine.  
*For example:*
  - the description of a family photo
  - the details of a birthday party

The Can Do Statements are intended to help learners understand the Canadian Language Benchmark levels; they are not intended for assessment purposes.  
For the Canadian Language Benchmark Online Self-Assessment, visit [www.CLB-OSL.ca](http://www.CLB-OSL.ca).  
For further details on the Canadian Language Benchmarks, consult the CLB document, available online at [www.language.ca](http://www.language.ca).  
The Can Do Statements were developed with support from the Province of Manitoba.

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Look at the other boxes to see the kinds of things that people at your benchmark can usually do. This will give you a general idea of what your benchmark means.

# Can Do Statements



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# Canadian Language Benchmarks



# Listening



## At this Benchmark, I can:

- understand a few words and very simple phrases
- understand common polite phrases

- Understand very simple greetings and introductions.



- Follow very short, simple instructions.



## When:

- I can see the person
- the person speaks slowly and helps me understand
- the person uses pictures or gestures
- the person speaks about things I know or need

- Understand very simple requests.



- Understand very simple information.





**At this Benchmark, I can:**

- understand very short, simple sentences

- Understand greetings, introductions, and some questions in very simple social conversations.



- Follow simple instructions and directions.



**When:**

- I can see the person
- the person speaks slowly and helps me understand
- the person uses pictures or gestures
- the person speaks about things I know or need

- Understand some simple requests and warnings.



- Understand simple information.





## At this Benchmark, I can:

- understand most simple sentences

### Interacting with Others

- Understand very short, simple social conversations (including greetings, introductions and endings).

*For example:*

- an apology from a friend
- an introduction to a new co-worker

### Comprehending Instructions

- Follow 2- to 4-step common instructions and directions.

*For example:*

- instructions for a classroom activity
- directions to a washroom

## When:

- I can see the person
- the person speaks at a slow to normal rate and helps me understand
- the person often uses pictures or gestures
- the topic is familiar

### Getting Things Done

- Understand common requests, warnings, and permission.

*For example:*

- a request for a day off work
- a request to borrow a book

### Comprehending Information

- Understand short descriptions of a person, object, situation, personal experience, or routine.

*For example:*

- a description of a family photo
- details of a birthday party





## At this Benchmark, I can:

- understand some simple formal and informal communication
- understand conversations about familiar topics

### Interacting with Others

- Understand short social conversations that include small talk.

#### *For example:*

- informal chat with a colleague about weekend plans
- a description of household tasks

### Comprehending Instructions

- Follow 4- to 5-step common instructions and directions for familiar everyday situations.

#### *For example:*

- directions for a simple recipe
- simple instructions from a doctor

## When:

- I can see the person
- the person speaks at a slow to normal rate and helps me understand
- the topic is familiar

### Getting Things Done

- Understand common persuasive requests.

#### *For example:*

- a short simple commercial
- a sales clerk giving reasons to buy a more expensive product

### Comprehending Information

- Understand short descriptions or stories.

#### *For example:*

- a very short, clear weather report
- a classmate's story about shopping





## At this Benchmark, I can:

- understand, with some effort, moderately complex formal and informal communication

### Interacting with Others

- Understand common and predictable social conversations.

*For example:*

- someone's description of his/her interests, likes, dislikes, or preferences
- a friend's offer to help
- a compliment from a co-worker

### Comprehending Instructions

- Follow 7- to 8-step instructions and directions for familiar procedures.

*For example:*

- directions to locate something on a map
- instructions for safety or security procedures at work

## When:

- the communication is face-to-face (one-on-one or in small groups) or on the phone
- the communication is moderate in length
- the information is concrete

### Getting Things Done

- Understand communication intended to influence or persuade.

*For example:*

- public announcements
- short product demonstrations
- television commercials

### Comprehending Information

- Understand information about familiar topics.

*For example:*

- a bank teller explaining different account options

- Understand informal presentations up to about 5 minutes long.

*For example:*

- a short news report





## At this Benchmark, I can:

- understand most moderately complex, formal and informal communication related to life experience

### Interacting with Others

- Understand common social conversations.

*For example:*

- making and cancelling arrangements
- apologizing or making excuses

### Comprehending Instructions

- Follow 9- to 10-step instructions and directions for technical and non-technical tasks.

*For example:*

- instructions on how to write an essay
- instructional videos in a workplace training session

## When:

- the communication is face-to-face (one-on-one or in small groups) or on the phone
- the communication is moderate in length
- the information is concrete and sometimes includes some abstract concepts

### Getting Things Done

- Understand communication intended to influence or persuade.

*For example:*

- telemarketer offers
- public transit announcements

### Comprehending Information

- Understand short group interactions and discussions on familiar topics.

*For example:*

- group discussions about class projects

- Understand informal presentations up to about 10 minutes long.

*For example:*

- short presentations by professionals such as public health nurses





## At this Benchmark, I can:

- understand most moderately complex formal and informal communication related to life experience and general knowledge

### Interacting with Others

- Understand social conversations.

*For example:*

- a person expressing appreciation for a favour
- a complaint from a friend or classmate
- a discussion among co-workers who are not getting along

### Comprehending Instructions

- Follow 10- to 12-step instructions and directions for technical and non-technical tasks.

*For example:*

- detailed directions on how to get somewhere
- instructions for procedures in the workplace

## When:

- the communication is face-to-face (one-on-one or in small groups) or on the phone
- the communication is moderate in length
- the information includes some abstract concepts and ideas

### Getting Things Done

- Understand communication intended to influence or persuade.

*For example:*

- reminders or requests from employers
- orders from law enforcement officials

### Comprehending Information

- Understand short group interactions and discussions on familiar topics.

*For example:*

- one-on-one meetings with supervisors at work

- Understand informal presentations up to about 15 minutes long.

*For example:*

- informal talks on general interest or occupation specific topics





## At this Benchmark, I can:

- understand moderately complex formal and informal communication related to life experience, general knowledge, and specialized or work-related situations

### Interacting with Others

- Understand social conversations.

*For example:*

- a co-worker discussing a colleague who suddenly left the company
- a formal farewell at a retirement party
- formal and informal condolences from friends after a funeral

### Comprehending Instructions

- Follow long, detailed instructions and directions (over 12 steps) for technical and non-technical tasks.

*For example:*

- instructions from a technical assistant to resolve a simple computer software issue
- detailed instructions from a supervisor about a familiar but complex process

## When:

- the communication is face-to-face (one-on-one or in small groups) or on the phone
- the communication is moderate in length
- the information includes abstract concepts and ideas

### Getting Things Done

- Understand communication intended to influence or persuade.

*For example:*

- warnings about door-to-door salespeople and suggestions for the best ways to deal with them
- public announcements containing extended warnings and recommendations

### Comprehending Information

- Understand group interactions about abstract and complex ideas on familiar topics.

*For example:*

- discussion about controversial social issues in a class debate

- Understand informal or semi-formal presentations up to about 20 minutes long.

*For example:*

- presentations in workplace or community meetings





## At this Benchmark, I can:

- understand an adequate range of complex formal and informal communication on a broad variety of general interest topics, and on some specialized topics in my field

### Interacting with Others

- Understand main intent and some implied meanings in complex communication between speakers with varying roles and relationships.

*For example:*

- dialogues between professors and graduate students

## When:

- the communication is related to unfamiliar, abstract, conceptual, or technical matters
- the communication is lengthy
- the communication is in demanding contexts

### Getting Things Done

- Understand complex extended communication intended to influence, persuade, or inform significant decisions.

*For example:*

- proposals to solve a workplace problem

### Comprehending Instructions

- Understand somewhat detailed multistep directions and instructions for familiar procedures.

*For example:*

- Revenue Canada's telephone instructions on how to complete a tax form

### Comprehending Information

- Understand extended discussions between several speakers.

*For example:*

- panel discussions in a familiar field to critically evaluate information

- Understand and summarize extensive lectures or presentations.

*For example:*

- lectures on the findings of research studies





At this Benchmark, I can:

- understand an expanding range of complex, detailed formal and informal communication on most general interest topics and specialized topics in my field

Interacting with Others

- Understand complex communication to identify attitudes, emotions, motivations, and intentions.

*For example:*

- a manager handling a complaint

When:

- the communication is related to unfamiliar, abstract, conceptual, or technical matters
- the communication is lengthy
- the communication is in demanding contexts

Getting Things Done

- Understand, analyze and critically evaluate content, values and assumptions in communication intended to influence or persuade.

*For example:*

- persuasive presentations (such as to a commission or a committee) to evaluate a proposal

Comprehending Instructions

- Understand complex multistep directions and instructions for less familiar procedures in some urgent or demanding situations.

*For example:*

- complex medical instructions for treating a person in medical distress

Comprehending Information

- Understand complex expository or argumentative exchanges or discussions between several speakers.

*For example:*

- discussions of a hiring committee

- Understand extensive lectures or presentations.

*For example:*

- academic lectures or presentations in a conference or symposium





## At this Benchmark, I can:

- understand an expanded range of complex formal and informal communication on a broad variety of general topics and specialized topics in my field

### Interacting with Others

- Understand communication between diverse speakers to resolve conflicts, build consensus, and negotiate compromises.

*For example:*

- an arbitrator settling a dispute by negotiating a compromise
- a mediator settling a child custody dispute

### Comprehending Instructions

- Understand complex multistep directions and instructions for unfamiliar procedures in urgent or demanding situations.

*For example:*

- extensive directions to an unfamiliar location in an emergency situation
- extensive instructions in a medical emergency

## When:

- the communication is related to unfamiliar, abstract, conceptual, or technical matters
- the communication is lengthy
- the communication is in demanding contexts

### Getting Things Done

- Understand the nuances and subtleties of communication intended to influence or persuade across a broad variety of general interest, academic, and technical topics in my field.

*For example:*

- arguments for or against a controversial issue

### Comprehending Information

- Understand specialized discussions between several speakers.

*For example:*

- a series of proposals from staff during a formal meeting

- Understand complex, detailed, and extensive lectures or presentations.

*For example:*

- a panel discussion presenting different academic positions on a topic





**At this Benchmark, I can:**

- understand an extensive range of complex, abstract, formal, and informal communication on most general and specialized topics

**Interacting with Others**

- Understand the nuances and subtleties of communication between diverse speakers.

*For example:*

- legislative proceedings that include examples of sarcasm, criticism and disrespect
- condolences and congratulations

**Comprehending Instructions**

- Understand and evaluate detailed, extensive oral instructions for complex procedures in a broad range of situations.

*For example:*

- instructions for solving a complex mathematical problem

**When:**

- the communication is related to unfamiliar, abstract, conceptual, or technical matters
- the communication is lengthy
- the communication is in demanding contexts

**Getting Things Done**

- Understand the nuances and subtleties of communication intended to influence or persuade across a wide range of contexts, whether familiar or unfamiliar, including academic, workplace, and community.

*For example:*

- all-candidates' debates during election campaigns

**Comprehending Information**

- Critically evaluate complex, detailed and specialized discussions, interviews, or formal debates.

*For example:*

- formal debates in Parliament

- Critically evaluate, analyze, and synthesize complex, detailed, and extensive lectures or presentations.

*For example:*

- the defence of an academic thesis







# Canadian Language Benchmarks



# Speaking



### At this Benchmark, I can:

- say a few words and very simple phrases
- say the alphabet, names, numbers, times, and dates

- Say very simple greetings.
- Give a very simple introduction.



- Give very short, simple instructions.



### When:

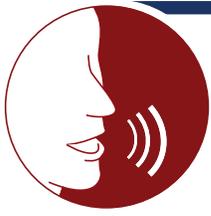
- I can see the person
- the person helps me
- I can use pictures and gestures

- Make very simple requests.



- Answer very basic questions about myself.
- Ask simple questions about a person.





**At this Benchmark, I can:**

- say simple phrases and some very short, simple sentences
- talk about some very common, everyday things

- Start short social conversations with greetings and end with goodbyes.
- Give a simple introduction.

**When:**

- I can see the person
- the person helps me
- I can use pictures and gestures

- Make simple requests.
- Say simple warnings.



- Give short, simple instructions.

- Give basic information about myself.
- Ask for basic information about another person.
- Describe a familiar thing (size, colour, number).





## At this Benchmark, I can:

- say short, simple sentences
- talk about some common, everyday things I need and about my experiences
- begin to use basic grammar and sometimes connect my ideas

### Interacting with Others

- Have very short, simple social conversations.

*For example:*

- introduce myself to a new person
- talk to a receptionist about my appointment

### Giving Instructions

- Give simple 2- to 3-step instructions and directions.

*For example:*

- tell a new student where to sit
- give directions to the classroom

## When:

- I can see the person
- the person sometimes helps me
- I can sometimes use pictures and gestures

### Getting Things Done

- Make and respond to simple polite requests.

*For example:*

- ask if I may do something
- ask someone to help me

- Give very short, simple warnings, cautions, and apologies.

*For example:*

- tell someone to be careful

### Sharing Information

- Ask for and give simple information about things I need and things I do.

*For example:*

- tell the doctor how I feel
- talk about what I did yesterday
- talk about my plans

- Describe things, people, and situations in a few short sentences.

*For example:*

- describe my home
- describe a person in my family





## At this Benchmark, I can:

- give simple information about common everyday activities, experiences, needs, and wants
- use basic grammar and connect my ideas

### Interacting with Others

- Have short, casual social conversations.

*For example:*

- introduce 2 people to each other
- talk about the weather with a co-worker

- Talk briefly on the phone.

*For example:*

- start and carry on simple telephone conversations and end the calls
- leave short, simple telephone messages

### Giving Instructions

- Give simple 4- to 5-step instructions and directions.

*For example:*

- give directions to a familiar place
- give instructions on how to set an alarm clock

## When:

- I can see the person or talk very briefly on the phone
- the person sometimes helps me
- I can sometimes use pictures and gestures

### Getting Things Done

- Make and respond to polite requests.

*For example:*

- ask for information about services
- ask for help when I am shopping
- ask for a day off

### Sharing Information

- Ask for and give simple information about my needs and feelings.

*For example:*

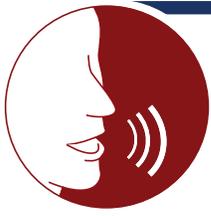
- tell a classmate how I am feeling

- Describe personal experiences and situations using 5-7 sentences.

*For example:*

- describe my day at work
- say what happened on my favourite TV show





### At this Benchmark, I can:

- communicate, with some difficulty, in short, routine social and business situations
- present concrete information about my needs and things that are important to me
- use simple and a few more complex structures and connect my ideas

#### Interacting with Others

- Participate in basic social conversations.

*For example:*

- say how I feel
- invite people and reply to invitations
- make small talk

- Participate in very short phone calls.

*For example:*

- provide basic information when answering the phone at work

#### Giving Instructions

- Give step-by-step instructions or directions for everyday activities.

*For example:*

- give directions to a new home or business

### When:

- I speak face-to-face, online, on the phone, or in familiar small groups
- the situation is casual or somewhat formal

#### Getting Things Done

- Make and respond to informal requests, and give permission, suggestions and advice.

*For example:*

- give advice to a colleague
- ask permission to hand an assignment in late
- make suggestions for a change to a class schedule
- ask a friend to help with a task

#### Sharing Information

- Ask for and give information about my everyday activities in one-on-one conversations.

*For example:*

- describe symptoms to a pharmacist

- Agree, disagree and give opinions in small group discussions or meetings.

*For example:*

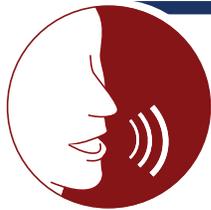
- plan a workplace event with co-workers

- Give short presentations (up to about 5 minutes) about events or daily routines.

*For example:*

- give a brief presentation about a news event or incident





## At this Benchmark, I can:

- communicate with some confidence in everyday social situations
- present concrete information in some detail about familiar topics that are important to me
- use simple and some complex structures and connect my ideas

### Interacting with Others

- Participate in routine social conversations.

*For example:*

- make suggestions or arrangements for an event
- express opinions
- make excuses or apologies

- Participate in short phone calls.

*For example:*

- make a call to the dentist to set up an appointment

### Giving Instructions

- Give step-by-step instructions or directions for everyday activities.

*For example:*

- give instructions for using a bank machine
- give instructions to a friend on how to set up an account on a website

## When:

- I speak face-to-face, online, on the phone, or in mostly familiar small groups
- the situation is casual or somewhat formal

### Getting Things Done

- Make and respond to somewhat formal suggestions and indirect requests.

*For example:*

- request a raise from an employer

### Sharing Information

- Ask for and give information in some detail in one-on-one and in small group discussions and meetings.

*For example:*

- express feelings or opinions
- express obligation, certainty or ability

- Give detailed presentations (up to about 7 minutes) about events, simple processes, or to describe or compare things.

*For example:*

- an informal presentation to colleagues about immigrating to Canada





**At this Benchmark, I can:**

- communicate with some confidence in many daily routine, social, educational, and work situations
- present concrete and some abstract information on an expanding range of familiar topics
- use simple and some complex structures, and connect my ideas

**Interacting with Others**

- Participate in less routine social conversations for many everyday purposes.

*For example:*

- respond to appreciation or dissatisfaction

- Participate in routine phone calls.

*For example:*

- leave a telephone message for a friend with details about an upcoming event

**Giving Instructions**

- Give instructions and directions for technical and non-technical tasks, procedures and processes.

*For example:*

- give instructions on how to use specific functions on a spreadsheet

**When:**

- I speak face-to-face, online, on the phone, or in somewhat familiar groups
- the situation is informal to formal

**Getting Things Done**

- Give extended warnings, suggestions, recommendations or advice.

*For example:*

- give a detailed suggestion on how to solve a problem
- make recommendations on how to improve a friend's class assignment

**Sharing Information**

- Give detailed information one-on-one and in small group discussions or meetings.

*For example:*

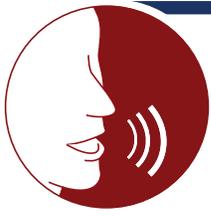
- discuss a medical condition with a doctor

- Give detailed presentations (up to about 10 minutes) about events, simple processes, or to describe or compare and contrast 2 events, jobs, or procedures.

*For example:*

- compare and contrast the advantages and disadvantages of 2 workplace procedures





## At this Benchmark, I can:

- communicate with confidence in most daily routine social, educational and work situations
- present concrete and some abstract information on a range of familiar topics
- use an adequate range of grammatical structures in connected discourse

### Interacting with Others

- Participate in less routine social conversations for most everyday purposes.

*For example:*

- comfort someone in distress
- introduce guest speakers formally to a group

- Make short professional phone calls.

*For example:*

- reassure a customer that his/her order will arrive on time

### Giving Instructions

- Give instructions and directions for a broad range of technical and non-technical tasks, procedures, and processes.

*For example:*

- give detailed, multistep instructions to a student on how to conduct a science experiment

## When:

- I speak face-to-face, online, on the phone, or in familiar or unfamiliar groups
- the situation is informal to formal

### Getting Things Done

- Propose or recommend solutions to problems in familiar areas.

*For example:*

- respond to a customer complaint, providing various suggestions to resolve it

### Sharing Information

- Give detailed information one-on-one and in small group discussions or meetings.

*For example:*

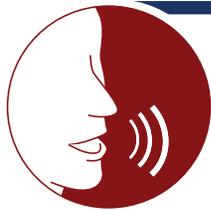
- participate in a performance review with an employer

- Give presentations (up to about 20 minutes long) on familiar, concrete, or abstract topics based on research.

*For example:*

- research and present on a political process for a course





## At this Benchmark, I can:

- communicate with some confidence in demanding or challenging non-routine work, educational, and social situations
- present information about complex, abstract, and general topics
- speak fluently and comprehensibly using a variety of vocabulary and structures

### Interacting with Others

- Manage a range of personal and business interactions that involve needs, feelings, and attitudes (such as respect and indifference).

*For example:*

- respond with assertiveness to expressions of indifference at a staff meeting

- Co-facilitate or contribute to discussions or debates in small formal groups.

*For example:*

- manage the discussion in a workplace meeting to make sure everyone has a chance to speak, and confirm and clarify information as needed

### Giving Instructions

- Give complex instructions for some technical and non-technical tasks, procedures, and processes.

*For example:*

- provide support to a client by giving instructions on the phone to resolve a computer software issue

## When:

- I speak with peers and authority figures, one-on-one or in groups
- the situation is informal to formal

### Getting Things Done

- Present formal proposals to address concerns or deal with problems.

*For example:*

- request a formal review of a mark given by a professor for an assignment

### Sharing Information

- Ask for, give and discuss detailed information and opinions to coordinate teamwork assignments, one-on-one and in business meetings, discussions, or debates.

*For example:*

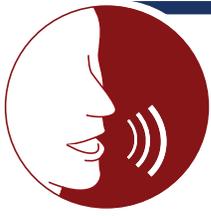
- discuss work assignments on a project and coordinate tasks with co-workers

- Give demonstrations, briefings, oral reports or position papers on familiar or researched topics.

*For example:*

- make a formal business presentation to introduce, describe and recommend a new product or service





**At this Benchmark, I can:**

- communicate with increasing confidence in demanding or challenging non-routine work, educational, and social situations.
- present information about complex, abstract, and general topics
- speak fluently and comprehensibly using a range of concrete, abstract and idiomatic language, with good control of an expanded variety of complex structures

**Interacting with Others**

- Manage an expanding range of personal and business interactions that involve needs, feelings and attitudes (such as perceived hostility, blame, sarcasm or condescension).

*For example:*

- respond appropriately to a sarcastic or patronizing remark from a colleague or classmate

- Co-facilitate or contribute to discussions or debates in large formal groups.

*For example:*

- keep a workplace discussion on topic, ensure everyone has a chance to speak, and clarify information as needed

**Giving Instructions**

- Give complex instructions for some technical and non-technical tasks, procedures, and processes in somewhat demanding situations.

*For example:*

- as a 911 operator, give multistep instructions regarding emergency situations on the phone

**When:**

- I speak with peers and authority figures, one-on-one or in groups
- the situation is informal to formal

**Getting Things Done**

- Persuade persons in authority to grant approvals or accept/reject proposals.

*For example:*

- convince a person or organization to bestow a grant

**Sharing Information**

- Ask for, give and discuss complex information and opinions to coordinate teamwork, train others, delegate, solve problems, resolve conflicts, or make decisions in meetings and business discussions.

*For example:*

- train a co-worker on how to carry out a complex procedure at work

- Participate in formal debates.

- Give seminar-style presentations to explain complex concepts and ideas on familiar or researched topics.

*For example:*

- give a presentation about the results of a research project at an academic conference





**At this Benchmark, I can:**

- communicate comfortably in demanding non-routine work, educational, and social situations
- present information about complex, abstract, general, and specialized topics
- speak fluently and comprehensibly using a range of concrete, abstract and idiomatic language, with very good control of an expanded variety of complex structures

**When:**

- I speak with peers and authority figures, one-on-one or in groups
- the situation is informal to formal

**Interacting with Others**

- Manage an expanded range of personal and business interactions to appropriately respond to needs, feelings, and attitudes (such as criticism and value judgments).

*For example:*

- give constructive criticism in a workplace performance review

- Facilitate or chair formal meetings, discussions, or debates.

*For example:*

- lead a community discussion to come to an agreement and solve a problem

**Getting Things Done**

- Negotiate mutually agreeable solutions to problems.

*For example:*

- negotiate a mutually agreeable concession in a marital dispute

**Giving Instructions**

- Give complex instructions for technical and non-technical tasks, procedures, and processes in many demanding situations.

*For example:*

- give detailed instructions for a research assignment

**Sharing Information**

- Ask for, give and discuss detailed complex information to solve problems, make decisions, supervise, motivate or discipline someone, or evaluate performance.

*For example:*

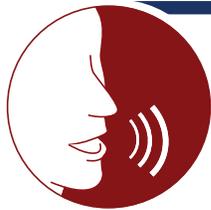
- as an employer, discuss an employee's achievements in a formal performance evaluation

- Give expository or argumentative presentations at symposia or conferences to explain complex concepts on known (through areas of expertise) or researched non-personal, abstract topics.

*For example:*

- oppose or support a business decision, such as laying off or hiring more staff





### At this Benchmark, I can:

- communicate with confidence in demanding or challenging non-routine work, educational, and social situations
- present information about complex, abstract, general, and specialized topics
- speak fluently and comprehensibly using a range of concrete, abstract and idiomatic language, with excellent control of an expanded variety of complex structures

#### Interacting with Others

- Manage a broad range of personal and business interactions, in both formal and informal situations, to appropriately and effectively negotiate needs, feelings, and attitudes (such as recognition, validation, acknowledgement and conflict).

*For example:*

- welcome a plenary speaker at a conference (include details about the speaker's accomplishments)

- Facilitate or chair formal meetings, discussions, symposia or debates for a variety of groups.

*For example:*

- chair an annual general meeting using parliamentary procedures

#### Giving Instructions

- Give complex instructions on technical and non-technical tasks, procedures, and processes in most demanding situations.

*For example:*

- give detailed instructions on how to do a complex dance routine

### When:

- I speak with peers and authority figures, one-on-one or in groups
- the situation is informal to formal

#### Getting Things Done

- Negotiate detailed contracts or agreements.

*For example:*

- negotiate a concession with management in a labour relations meeting

- Manage and mediate conflicts or disputes.

*For example:*

- mediate a child custody dispute

#### Sharing Information

- Ask for, give and discuss detailed complex information to advise, counsel, or collaborate on complex projects.

*For example:*

- provide a convincing and persuasive closing summary to a jury

- Give lecture-style presentations to explain and hypothesize about causal or logical relationships, or to evaluate and critique demands, recommendations, or appeals.

*For example:*

- present a thesis defense to a review panel







# Canadian Language Benchmarks



# Reading



## At this Benchmark, I can:

- read the alphabet
- read numbers
- read some very common, everyday words

## When:

- the topic is very familiar
- there are many pictures
- the words are very easy to read
- I use a dictionary in my language

- Understand some words and phrases in very short, simple messages.



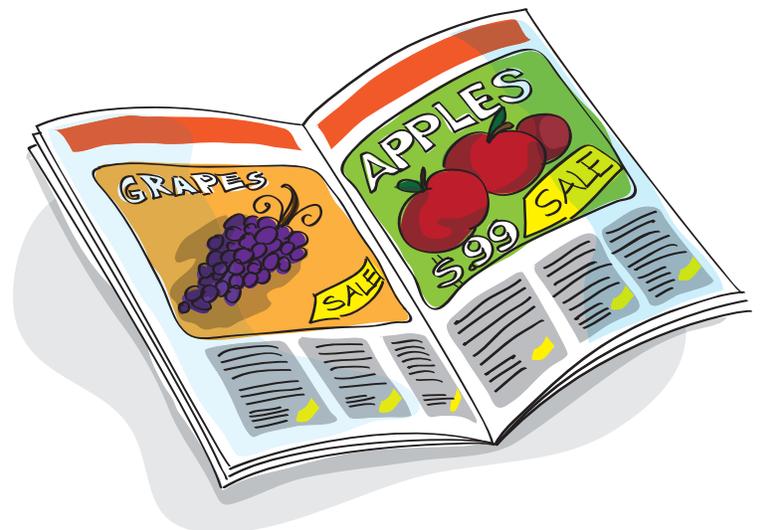
- Understand very short, simple instructions.



- Find some information in very short, simple signs, maps, and forms.



- Understand very simple information.





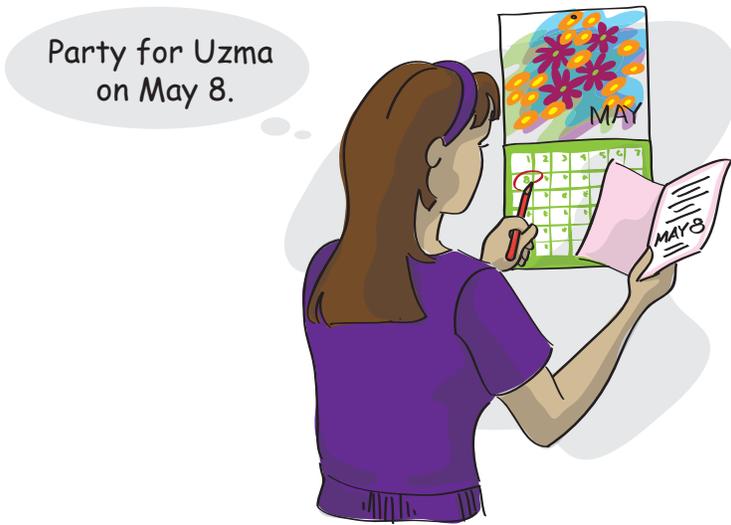
**At this Benchmark, I can:**

- read common, everyday words and phrases
- read some very short, simple sentences

**When:**

- the topic is very familiar
- there are some pictures
- the words are very easy to read
- I use a dictionary in my language

- Understand very short, simple messages.



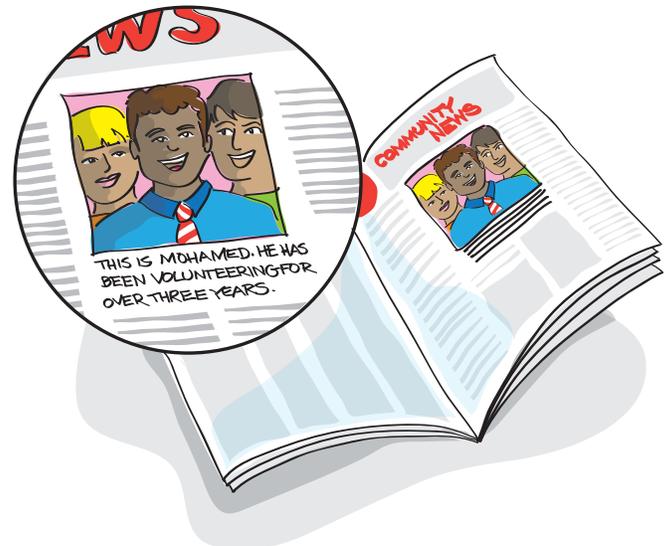
- Find some information in very simple forms, maps, signs, and labels.



- Understand short, simple instructions with up to 4 steps.



- Understand simple information about everyday topics.





## At this Benchmark, I can:

- read short, simple sentences
- understand some information in short, simple paragraphs

### Interacting with Others

- Understand very short, simple social messages.

*For example:*

- a short note from my teacher
- a short email with the details for an appointment

### Comprehending Instructions

- Understand simple instructions with about 5 steps, often with pictures.

*For example:*

- directions to the bus stop
- steps to take care of someone's house while the person is away

## When:

- the topic is familiar
- there are some pictures, charts, or diagrams
- I sometimes use a dictionary in my language

### Getting Things Done

- Find some information in simple forms, tables, and schedules.

*For example:*

- bus schedules

- Find some key information in short business texts such as flyers, form letters, and brochures.

*For example:*

- a flyer with information about a sale

### Comprehending Information

- Understand the main idea and some important information in short, simple paragraphs.

*For example:*

- a story about my neighbourhood

- Find simple information in dictionaries and encyclopedias.

*For example:*

- a word in an online bilingual dictionary





## At this Benchmark, I can:

- understand short, simple paragraphs

### Interacting with Others

- Understand simple social messages.

*For example:*

- an email from a friend with the reason they didn't come to class
- a letter with news from a friend

### Comprehending Instructions

- Follow simple instructions with about 6 steps and with some pictures.

*For example:*

- simple recipes
- instructions for playing a simple game

## When:

- the topic is familiar
- there are sometimes pictures, charts, or diagrams
- I sometimes use a dictionary in my language

### Getting Things Done

- Find information in simple forms, tables, schedules, and directories.

*For example:*

- telephone numbers in an online directory

Find and compare information in short business texts such as brochures, notices, form letters, and flyers.

*For example:*

- two simple brochures about travel

### Comprehending Information

- Understand and compare some important information in 2-3 short, simple paragraphs.

*For example:*

- factual description of a company (its location, when it started, how many people worked there, etc.)
- information about 2 different apartments

- Find information in dictionaries and online encyclopedias.

*For example:*

- information for a class project in an online encyclopedia





## At this Benchmark, I can:

- understand simple and some moderately complex reading materials

## When:

- the text is relatively short
- the text is factual or descriptive
- the vocabulary is mostly common, with some abstract or specialized vocabulary and occasional common idioms

### Interacting with Others

- Understand familiar personal and public social messages.

*For example:*

- an email or a letter from a friend containing a compliment or an invitation
- letters to an advice columnist

### Getting Things Done

- Scan formatted texts (such as forms, tables, schedules, directories, maps, and website navigation menus) to find and use 1-2 pieces of information.

*For example:*

- a train departure and arrival schedule

- Find information in business texts.

*For example:*

- a workplace memo about a new policy

### Comprehending Instructions

- Follow step-by-step instructions with visual clues and about 7-10 steps for everyday tasks.

*For example:*

- first aid instructions

### Comprehending Information

- Understand descriptions and stories about familiar topics.

*For example:*

- a plain language text about landlord or tenant law

- Interpret and use information in diagrams, tables, graphs, and website menus.

*For example:*

- a simple chart showing how a law is passed

- Get basic information from reference sources.

*For example:*

- information about an occupation in Canada





## At this Benchmark, I can:

- understand a range of moderately complex reading materials

### Interacting with Others

- Understand familiar personal and public social messages.

*For example:*

- a workplace announcement

### Comprehending Instructions

- Follow instructions with some visual clues and about 10 steps for everyday tasks, even when the steps are not always listed in order.

*For example:*

- an application for post-secondary study

## When:

- the text is relatively short
- the text is mostly factual or descriptive
- the vocabulary is mostly common, with some abstract or specialized vocabulary and occasional idioms

### Getting Things Done

- Scan formatted texts (such as maps, course calendars, directories, and website navigation menus) to find and use 2-3 pieces of information.

*For example:*

- two courses of interest in a course calendar

- Get information from moderately complex business texts.

*For example:*

- product specifications for a home appliance
- a cover letter for a job application

### Comprehending Information

- Understand descriptions and stories about familiar topics.

*For example:*

- a short current news item

- Interpret and use information in charts, diagrams, tables, graphs, and website menus.

*For example:*

- crime rate data presented in a table

- Access, locate, and compare 2 or 3 pieces of information online.

*For example:*

- different online readings about a familiar health problem





**At this Benchmark, I can:**

- understand a range of moderately complex reading materials

**Interacting with Others**

- Understand personal and public social messages for a variety of purposes.

*For example:*

- a personal email expressing appreciation, complaint, hopes, satisfaction, or dissatisfaction
- a letter from a friend relating some bad news

**Comprehending Instructions**

- Follow instructions with up to about 13 steps or 5-10 paragraphs for tasks that may be specialized or technical.

*For example:*

- how to remove a computer virus
- how to assemble a piece of furniture

**When:**

- the text is moderate in length
- the text is factual, descriptive or argumentative with opinions and implied meanings
- the vocabulary includes a range of concrete, abstract or specialized terms, and idiomatic language

**Getting Things Done**

- Scan formatted texts (such as course calendars, directories, and website navigation menus) to find and use 3-4 pieces of information.

*For example:*

- course eligibility criteria, start date, and pre-requisites

- Get information from moderately complex business texts.

*For example:*

- a performance review
- a public health advisory

**Comprehending Information**

- Understand extended descriptions, reports, and stories about familiar topics.

*For example:*

- a short research report

- Interpret and use information in charts, diagrams, tables, graphs, and flow charts.

*For example:*

- a flow chart illustrating a company reporting system

- Use information from different online reference sources.

*For example:*

- reports of an event in 2 online newspapers





## At this Benchmark, I can:

- understand most moderately complex reading materials

### Interacting with Others

- Understand social messages for a variety of purposes.

*For example:*

- general opinions in a blog
- responses to complaints or sympathy

### Comprehending Instructions

- Follow extended instructions with up to about 13 steps or 8-15 paragraphs for specialized tasks.

*For example:*

- how to program a small electronic item
- how to perform cardiopulmonary resuscitation (CPR)

## When:

- the text is moderate in length
- the text is factual, descriptive or argumentative with opinions and implied meanings
- the vocabulary includes a range of concrete, abstract or specialized terms, and idiomatic language

### Getting Things Done

- Locate, integrate, and use 3 or 4 pieces of information from formatted texts.

*For example:*

- an online financial table which indicates the amount that a person is eligible to receive, or needs to pay

- Get information from business service texts containing proposals, recommendations and statements of rules, regulations, and policies.

*For example:*

- an organization's declaration of rights and responsibilities

### Comprehending Information

- Understand extended descriptions, feature articles, reports, and narrations.

*For example:*

- letters to the editor expressing opinions about a controversial issue

- Interpret and use information in charts, diagrams, tables, graphs, and flow charts.

*For example:*

- a patient health status chart for nurses

- Access and use several pieces of information from different online reference sources.

*For example:*

- information on the Statistics Canada website





## At this Benchmark, I can:

- understand an adequate range of complex texts in less predictable social, education and work-related situations

### Interacting with Others

- Understand complex written communication conveying general opinions and points of view.

*For example:*

- editorials
- a professor's critique of a student's essay

### Comprehending Instructions

- Understand formal instructions for familiar procedures in complex texts containing advisories, recommendations, policies, and regulations.

*For example:*

- procedures outlined in government health and safety regulations

## When:

- the text is visually complex and lengthy or dense
- the text is linguistically complex and may include some idiomatic and figurative language
- the vocabulary is abstract, conceptual, or specialized

### Getting Things Done

- Obtain and accurately interpret information from complex texts to inform significant decisions.

*For example:*

- formal business letters
- employment contracts
- public reports
- business articles

### Comprehending Information

- Understand the organization, underlying structure and development of ideas in complex texts.

*For example:*

- a research paper outlining an academic theory

- Interpret information in complex formatted texts (such as charts, graphs and diagrams).

*For example:*

- workplace productivity charts

- Conduct a complex search of online reference sources to research a defined topic that is limited in scope.

*For example:*

- online resources describing research skills





### At this Benchmark, I can:

- understand an expanding range of complex multipurpose texts in less predictable social, education and work-related situations

### When:

- the text is visually complex and lengthy or dense
- the text is linguistically complex and may include some idiomatic and figurative language
- the vocabulary is abstract, conceptual, or specialized

#### Interacting with Others

- Understand complex written communication conveying stated and unstated values and assumptions.

*For example:*

- blog postings about social or political issues
- issue-specific web pages on social media sites

#### Getting Things Done

- Obtain and accurately interpret information from multiple texts to inform significant decisions.

*For example:*

- standard legal documents
- business letters
- waivers and consent forms

#### Comprehending Instructions

- Understand and summarize instructional texts about familiar procedures.

*For example:*

- electrical and building codes for a small renovation

#### Comprehending Information

- Understand, summarize and evaluate the development of arguments in texts.

*For example:*

- persuasive articles with opposing views

- Interpret and summarize information and ideas in formatted texts.

*For example:*

- questionnaires about the quality of a product

- Conduct a complex search of relevant online reference sources to research a topic.

*For example:*

- reference websites for an academic paper





## At this Benchmark, I can:

- understand an expanded range of complex multipurpose texts in less predictable social, education and work-related situations

### Interacting with Others

- Understand complex communication conveying disagreement or conflict in social and non-social correspondence related to community, academic, and business contexts.

*For example:*

- editorials
- a document related to a human-rights issue in the workplace

### Comprehending Instructions

- Understand extensive specialized instructions for unfamiliar, complex procedures.

*For example:*

- instructions to determine which method of reporting is required for HST or other business taxes

## When:

- the text is visually complex and lengthy or dense
- the text is propositionally and linguistically complex and may include sophisticated reasoning, implicit subtleties, highly idiomatic and figurative language, and socio-cultural references
- the vocabulary is abstract, conceptual or specialized

### Getting Things Done

- Obtain and accurately interpret, analyze and evaluate information from multiple complex texts to inform significant decisions and tasks.

*For example:*

- in-depth sales reports

### Comprehending Information

- Understand, summarize, and outline the message, position, assumptions, bias, values, and motives from fragments of different texts; support conclusions with evidence.

*For example:*

- parliamentary debate reports

- Analyze, summarize and synthesize information and ideas contained in complex formatted texts.

*For example:*

- production data tables and graphs

- Conduct a complex and comprehensive search of multiple online sources of information related to a specialized topic.





### At this Benchmark, I can:

- understand complex, unfamiliar multipurpose texts in less predictable social, education and work-related situations

#### Interacting with Others

- Understand complex communication conveying social politeness and cooperation, or their violations, in social and non-social correspondence.

*For example:*

- a letter threatening legal action

#### Comprehending Instructions

- Understand complex instructional texts to evaluate and revise them for clarity.

*For example:*

- instructions on how to conduct and report an experimental study

### When:

- the text is visually complex and lengthy or dense
- the text is linguistically complex and may include some idiomatic and figurative language
- the vocabulary is abstract, conceptual, or specialized

#### Getting Things Done

- Obtain and accurately interpret, summarize, analyze, and evaluate information in multiple complex public and semi-public business texts in relation to their purpose and audience.

*For example:*

- adjudication decisions in labour union disputes and grievances

#### Comprehending Information

- Understand the content, organization, language, tone and style of complex, continuous and formatted texts, and evaluate them for validity, appropriateness, and relevance.

*For example:*

- a book about a historical event

- Conduct a complex and comprehensive search of relevant online reference sources related to a specialized topic.

*For example:*

- an academic literature review







# Canadian Language Benchmarks



# Writing



### At this Benchmark, I can:

- write the alphabet and numbers
- write some very common, everyday words

### When:

- the topic is very familiar
- someone helps me
- I write for a familiar person

■ Write very short, simple social messages.



■ Complete very short, simple forms.



■ Copy numbers, simple lists of words, or very short, simple sentences.



■ Complete 3-5 very short, simple sentences about me.





**At this Benchmark, I can:**

- write simple phrases and some very short, simple sentences
- write very common, everyday words

**When:**

- the topic is very familiar
- someone helps me
- I write for a familiar person

■ Write short, simple social messages.



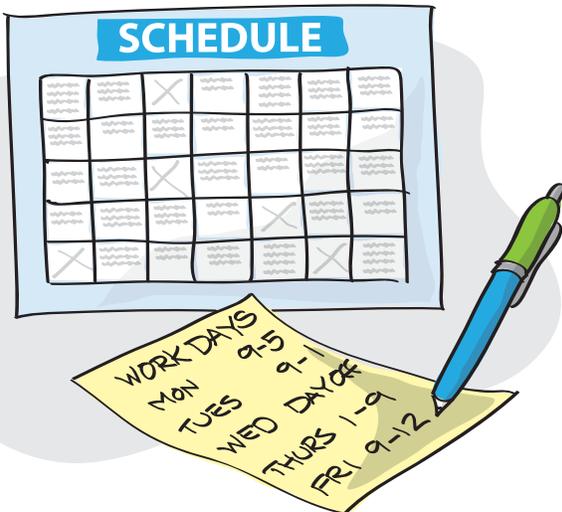
■ Complete short, simple forms.



■ Copy 3-5 short, simple sentences.

■ Copy lists with 10-15 items.

■ Write a few words to complete short sentences or answer questions about me.





## At this Benchmark, I can:

- write short, simple sentences
- write common, everyday words
- use capital letters and some simple punctuation

## When:

- the topic is familiar
- I write for a familiar person

### Interacting with Others

- Write short, simple social messages to someone I know.

#### *For example:*

- an invitation to a co-worker about a party
- an email to a sick friend

### Getting Things Done

- Complete short, simple forms with 12-15 items.

#### *For example:*

- an emergency contact form

- Write short, simple messages to get things done.

#### *For example:*

- a note to a co-worker asking him or her to turn off the lights

### Reproducing Information

- Copy 1 very short, simple paragraph.

#### *For example:*

- a short recipe
- details about my work schedule

### Sharing Information

- Write sentences about things I know.

#### *For example:*

- a short description of a family member
- a few sentences about my weekend





## At this Benchmark, I can:

- write simple sentences and short, simple paragraphs
- use capital letters and simple punctuation

### Interacting with Others

- Write a short social message (up to 1 paragraph) to someone I know.

#### *For example:*

- an email to a friend to talk about my vacation
- a thank-you note to my supervisor

### Reproducing Information

- Copy short, simple paragraphs.

#### *For example:*

- information about 2 products to decide which one is better
- definitions from 2-3 different dictionaries

## When:

- the topic is familiar
- I write for a familiar person

### Getting Things Done

- Complete simple forms with 15-20 items.

#### *For example:*

- an application form for pre-authorized payments

- Write short, simple messages to get things done.

#### *For example:*

- an email to my supervisor to ask for a day off (including a reason)

### Sharing Information

- Write 1 paragraph describing something familiar to me.

#### *For example:*

- a description of my plans for next summer
- a description of my new home





**At this Benchmark, I can:**

- write short, simple to moderately complex texts
- write paragraphs with a main idea and some supporting detail
- write with good control of simple grammar and adequate control of spelling and punctuation

**Interacting with Others**

- Write 1-paragraph formal or informal personal messages for social purposes.

*For example:*

- a note to accept an invitation
- an email telling someone how I feel
- a letter about what is new in my life

**Reproducing Information**

- Take messages or notes with 5-7 details while listening to something.

*For example:*

- notes from a live or pre-recorded telephone message or information line

- Make a list of important points after reading a page of information.

*For example:*

- notes from advertising flyers with information about a product's features, prices, and retail locations

**When:**

- I write for familiar people
- the topic is familiar and related to my life experience

**Getting Things Done**

- Write short business messages (3-5 sentences) to get things done or for services needed in my personal life.

*For example:*

- a letter or email to an insurance company to cancel a policy

- Complete detailed forms with 20-30 items.

*For example:*

- an application form for a car rental

**Sharing Information**

- Write 1 paragraph to describe a person, object, routine, or a sequence of events.

*For example:*

- a short accident report
- a paragraph for a class newsletter to inform them about a new or useful service in the community





**At this Benchmark, I can:**

- write short, moderately complex texts
- write paragraphs with clearly expressed main ideas and some supporting details
- write with good control of simple grammar and adequate control of spelling and punctuation

**When:**

- I write for familiar people
- the topic is familiar and related to my own interests and experiences

**Interacting with Others**

- Write 1- to 2-paragraph formal or informal personal messages for social purposes.

*For example:*

- a memo congratulating or thanking someone
- a note to make an apology
- an e-mail offering to help someone

**Getting Things Done**

- Write short business messages (up to 1 paragraph) to get things done or for services needed for everyday life.

*For example:*

- a letter to ask a company for a refund for a product that didn't work
  - Complete detailed forms with 30-40 items.
- For example:*
- a job application form

**Reproducing Information**

- Take messages or notes with 7-8 details while listening to something.

*For example:*

- notes from a podcast or short presentation

- Make an outline or summary after reading a page of information.

*For example:*

- notes from a website about a procedure

**Sharing Information**

- Write 1-2 connected paragraphs to describe a sequence of events, give a detailed description or comparison of people, things, routines or simple procedures.

*For example:*

- a description of daily routines at work
- a comparison of 2 job applicants





## At this Benchmark, I can:

- write clear, moderately complex texts
- write well-organized paragraphs with clearly expressed main ideas and adequate supporting details
- write with good control of simple grammar, spelling, and punctuation
- write with adequate control of complex structures

### Interacting with Others

- Write formal and informal messages (about 2-3 paragraphs) for a range of social purposes.

*For example:*

- an email to show or respond to appreciation
- a letter to make or respond to a complaint
- a note to express disappointment or satisfaction

### Reproducing Information

- Reduce oral information (e.g., in a live demonstration or from audio or video material) into notes to write instructions.

*For example:*

- notes from a detailed phone message at work

- Make an outline or summary after reading up to about 2 pages of information.

*For example:*

- an outline of a sequence of events in a historical text

## When:

- I write for familiar people or organizations
- the topic is related to my own experience

### Getting Things Done

- Write business messages (up to about 2 paragraphs long) for a range of routine and less routine purposes.

*For example:*

- a memo to pass on information or concerns
- a report to make recommendations or warnings

- Complete detailed forms with about 40 items and some written responses to questions.

*For example:*

- an incident report form

### Sharing Information

- Write 2 or 3 connected paragraphs to describe a sequence of events, make a comparison, or provide a detailed description of a person, system, routine or procedure.

*For example:*

- the procedure for becoming a Canadian citizen
- a comparison of the education system of 2 countries for an academic preparation course





## At this Benchmark, I can:

- write clear, moderately complex texts
- write well-organized paragraphs with clearly expressed main ideas and good supporting details
- write with good control of complex structures, spelling, and punctuation

## When:

- I write for a familiar or clearly defined audience
- the topic is related to my own experiences or ideas

### Interacting with Others

- Write formal and informal messages (about 3 paragraphs long) for a range of social purposes.

*For example:*

- a memo clarifying a conflict
- an email giving reassurance

### Getting Things Done

- Write for many purposes to communicate at work, with businesses, or with places providing a service.

*For example:*

- a report documenting work done
  - a memo indicating a problem
  - a letter requesting a change
- Complete and provide written responses in a range of detailed forms with over 40 items.

*For example:*

- lengthy paper-based or online job application forms

### Reproducing Information

- Listen and take notes to prepare for writing instructions about established procedures.

*For example:*

- detailed notes of a recipe presented during a cooking show

- Make an outline or summary of a text that is up to 2 pages long.

*For example:*

- a summary of the main ideas in a text

### Sharing Information

- Write 3-4 connected paragraphs to discuss a historical event, provide a detailed description of a phenomenon, explain a procedure, or express and analyze opinions on a familiar abstract topic.

*For example:*

- an essay for an entrance exam to a post-secondary institution
- Write 1 paragraph to explain information presented in a table, graph, flow chart or diagram.
- For example:*
- a paragraph describing information in a statistical table listing average incomes of Canadians by family type





## At this Benchmark, I can:

- write formal and informal texts of some complexity
- write with adequate organization of ideas and development of topics
- write with good control of a range of complex and diverse structures

### Interacting with Others

- Convey a range of personal and business messages in semi-formal or formal correspondence with a sense of audience, formality, and language appropriate to the occasion, intent, and context.

#### *For example:*

- a letter to a business acquaintance requesting assistance with a job search

### Reproducing Information

- Reduce complex information and ideas from multiple sources into functional notes, outlines, or summaries for personal use or for defined audiences.

#### *For example:*

- minutes of a meeting
- notes from a 30-minute lecture or presentation
- summary report of a product field test

## When:

- the audience is defined
- the topic is abstract or unfamiliar and may require research

### Getting Things Done

- Write business or service correspondence for a broad range of purposes (may require diplomacy).

#### *For example:*

- letters to make and respond to requests for information, services, or products

- Write short reports and memos to convey requests, suggestions, recommendations, and updates.

#### *For example:*

- a report to update a supervisor or academic advisor on work in progress

- Complete extensive, complex forms and documents with pre-set formats.

### Sharing Information

- Write coherent texts (such as essays, reports, or narratives) to relate events from the past, to describe and compare complex ideas, phenomena, or processes, or to express and analyze opinions.

#### *For example:*

- a personal response essay to a short story, movie or work of art. Articulate a theme revealed in the work and a response to the theme. Support the interpretation with examples.
- a short fictional story





### At this Benchmark, I can:

- write complex formal and informal texts
- write with clear organization of ideas and development of topics
- write with good control of a range of complex and diverse structures

### When:

- the audience is defined
- the topic is abstract or unfamiliar and may require research

#### Interacting with Others

- Convey an expanding range of personal and business messages in semi-formal or formal correspondence with a sense of audience, formality, and language appropriate to the occasion, intent, and context.

*For example:*

- a formal letter of resignation to a committee
- a formal letter of acceptance for an award, scholarship or contract
- a formal letter of apology

#### Getting Things Done

- Write business or service correspondence for a broad range of purposes (may require diplomacy).

*For example:*

- letters to express and respond to complaints, claims, or adjustments

- Write semi-formal reports and proposals.

*For example:*

- a proposal to recommend a new or adapted procedure

- Complete complex forms and documents with pre-set formats.

*For example:*

- a work contract using standard legal forms

#### Reproducing Information

- Reduce complex, extensive information and ideas from multiple sources into an accurate outline, summary, or abstract, suitable for other people's use.

*For example:*

- a summary of a complex meeting for distribution to meeting participants

#### Sharing Information

- Write effective, stylistically complex, and lengthy texts on previously researched topics.

*For example:*

- a research report for an academic course
- a literature review
- a workplace report to present a problem, analyze options for various solutions and present preferred solution





**At this Benchmark, I can:**

- write complex formal and informal texts
- write with coherent synthesis of extensive complex information from multiple sources
- write with very good control of a broad range of complex and diverse structures

**When:**

- the audience is defined or undefined
- the topic is abstract, unfamiliar, or specialized, and may require research

**Interacting with Others**

- Convey an expanded range of personal and business messages in semi-formal or formal correspondence with a sense of audience, formality, and language appropriate to the occasion, intent, and context.

*For example:*

- a formal letter to recommend a person for an internship or apprenticeship
- a letter to introduce and promote a new product or service to potential customers

**Getting Things Done**

- Write business or service correspondence for a broad range of purposes and for external use.

*For example:*

- professional sales and marketing letters

- Write formal business reports, requests for proposals and formal proposals.

*For example:*

- an investigative report to present facts

- Create forms and other materials with pre-set formats to collect and record complex information.

*For example:*

- a complex form using an online survey application

**Reproducing Information**

- Reduce and synthesize very complex and extensive information from multiple sources into a variety of formats (such as point-form notes, minutes, outlines, summaries, reports, abstracts, or charts).

*For example:*

- an executive summary of a longer report or study

**Sharing Information**

- Write effective, stylistically complex texts (such as expository or argument essays, inquiry papers, problem-solution papers or analytic reports) on previously researched topics.

*For example:*

- a detailed report on the effect of specific changes in a government policy
- an inquiry essay that analyzes information from various sources in order to articulate a position





**At this Benchmark, I can:**

- write complex formal and informal texts for a full range of purposes, intentions, and objectives
- write with coherent synthesis of extensive complex information from multiple sources
- write with very good control of a broad range of complex and diverse structures

**When:**

- the audience is diverse and defined or undefined
- the topic is unfamiliar, highly abstract or specialized, and may require research

**Interacting with Others**

- Convey a range of communication that synthesizes complex propositions to foster goodwill toward a company, initiative, campaign, or political or social entity in a quality, tone and style suitable for publication.

*For example:*

- an evaluation report to shareholders explaining the reasons behind a take-over bid

**Getting Things Done**

- Write highly specialized, complex formal correspondence and documents (such as external correspondence, formal proposals, procedures, training materials or public reports).

*For example:*

- an external evaluation report about a large project
- a policy or procedure manual at work

**Reproducing Information**

- Reduce and synthesize very complex and extensive information from multiple sources into a variety of formats (such as point-form notes, minutes, outlines, summaries, reports, abstracts, or charts).

*For example:*

- an abstract, including a chart, of an extensive statistical report

- Evaluate, revise and edit summaries and other reduced forms of very complex and extensive information by other writers (such as point-form notes, minutes, outlines, précis, reports, abstracts or charts).

*For example:*

- edit an executive summary of a longer report

**Sharing Information**

- Write effective and stylistically polished texts (such as essays, reports, articles, or theses) to inform, convince, and persuade others.

*For example:*

- a thesis or research paper for a peer-reviewed journal

- Evaluate, revise and edit information for public use.

*For example:*

- promotional material for a campaign or project
- a thesis, dissertation, or research paper for a peer-reviewed journal



# Can Do Statements

## Glossary

Business / Service messages	Messages to get something done or to obtain services in community, workplace, or study contexts.
Complex structures	<p>Grammatical structures in sentences that typically include:</p> <ul style="list-style-type: none"> <li>• one main clause and one or more dependent clauses</li> <li>• various expansions of noun groups, e.g., noun clauses</li> <li>• subordinate adverbial clauses and subordinating conjunctions</li> <li>• structures such as past perfect passive (had been reminded), future perfect passive (will have been achieved), perfect or past infinitives (to have resigned)</li> </ul> <p><i>Also see Simple structures.</i></p>
Complex texts	<p>Texts that include:</p> <ul style="list-style-type: none"> <li>• several ideas connected together or consisting of parts connected together in a logical interrelationship</li> <li>• sentences with subordinate clauses, i.e., those that show logical relations of time, reason, contrast, cause and effect, conditions, etc.</li> <li>• long, complex sentences with polysyllabic or technical words</li> <li>• dense information</li> <li>• abstract ideas</li> <li>• references to specialized fields of knowledge or cultural traditions</li> <li>• presuppositions and implications</li> <li>• complex grammatical structures</li> </ul> <p><i>Also see Complex structures, Moderately complex texts and Simple texts.</i></p>
Compound sentences	<p>Sentences with 2 or more independent clauses, linked together by a coordinating conjunction.</p> <ul style="list-style-type: none"> <li>• E.g. The day was warm, the breeze was mild, and everyone had a good time.</li> </ul>
Connected discourse	<p>Meaningful, purposeful chunks of connected language that are cohesive, logical, and functionally coherent.</p>

Context	The physical and socio-cultural world that surrounds and interacts with text in the creation of discourse; may include the physical situation in which a message occurs, such as in the workplace, at school, or in a doctor's office; may also include the participants (including their status and roles) and background knowledge needed to interpret or create meaning in discourse.
Defined audience	Communication directed at a specific person or organization, or a limited group of people (as opposed to a broader, more general audience).
Demanding contexts	High-stakes or high-risk social, educational and work-related contexts, such as situations in which features of the communication (e.g., diplomacy, tact, precision) have significant positive or negative consequences. Situations may include managing, supervising, and advising others, or may involve influencing or challenging others, including authority figures.
Fluency	The ability to express ideas or thoughts with little or no hesitation.
Formatted texts	<p>Words, numbers or sentences displayed in graphical formats (e.g., within a table, chart, graph, form, or list).</p> <ul style="list-style-type: none"> <li>• Simple formatted texts feature information used for common and everyday basic personal and social needs; everyday vocabulary; are visually clear and uncomplicated, with clear labels and information that requires little inference, if any; contain white space and a limited amount of information.</li> <li>• Moderately complex formatted texts feature information and vocabulary used for common and everyday needs related to daily personal, social and work situations; can be visually complex or lengthy.</li> <li>• Complex formatted texts feature information related to specialized fields of knowledge or activities; can be visually complex and lengthy.</li> </ul>
Moderately complex texts	<p>Texts that feature:</p> <ul style="list-style-type: none"> <li>• simple, compound, and some complex sentence structures</li> <li>• clauses containing up to about 7 content words</li> <li>• topics and vocabulary related to everyday needs and universal interests in daily personal, social or work situations</li> <li>• language that is mostly factual and concrete, familiar and predictable</li> </ul>
Moderately demanding contexts	Familiar situations of daily social, educational and work-related life experience, in less predictable contexts (i.e., other than everyday, routine situations).
Non-demanding contexts	Common, predictable, routine, everyday activities that may relate to immediate needs.

Predictable contexts	<p>A text is predictable if the occasion and/or situation that prompts it (e.g., birthday, graduation, dinner party) is familiar and the form of the text or discourse (e.g., greeting card or typical expressions for congratulating and thanking) is known.</p> <p>Elements of a predictable context can include:</p> <ul style="list-style-type: none"> <li>• words and pictures surrounding a written text. For example, "This is a fish", accompanied by a picture of a fish, has a highly predictable context and can be said to strongly support the text.</li> <li>• the relationship and circumstances between the writer/speaker and receiver (e.g., a letter that arrives with flowers after a quarrel between friends).</li> <li>• familiarity, or lack of familiarity, with the socio-cultural norms of behaviour and communication (e.g., a handshake is preferable to a hug and kiss when greeting an acquaintance).</li> </ul>
Settings	<p>The physical environment in which language occurs.</p> <ul style="list-style-type: none"> <li>• E.g. in the community, at work, in the classroom, etc.</li> </ul>
Simple sentences	Expressing a complete thought usually with only one clause.
Simple structures	<p>Grammatical structures in short sentences that are typically limited to:</p> <ul style="list-style-type: none"> <li>• basic single clause sentence construction</li> <li>• basic verb tenses (such as simple present, past or future) and used with the continuous aspect simple word order sequences.</li> </ul> <p>E.g. The boy wiped the dirty table.</p>
Simple texts	<p>Texts that are short, clear and not difficult. They feature:</p> <ul style="list-style-type: none"> <li>• mostly simple structures</li> <li>• short, simple and compound sentences</li> <li>• everyday vocabulary within familiar and predictable topics about basic personal and social needs</li> <li>• factual, concrete and explicit information</li> <li>• limited reference to outside contexts or cultural traditions</li> </ul> <p><i>Also see Simple structures.</i></p>
Situations	Environment in which communication takes place; situational factors (e.g., who a learner is talking to, at what locale, for what purpose, and about what topic) influence the level of difficulty and the choice of linguistic forms used in communication.
Specialized (vocabulary)	Technical, occupation-specific and academic terms or jargon.



