**Listening**

At this Benchmark, I can:

- understand very short, simple sentences

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

- Follow simple instructions and directions.

- Understand some simple requests and warnings.

- Understand simple information.

**Speaking**

At this Benchmark, I can:

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

When:

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

- Start short social conversations with greetings and end with goodbyes.

- Give a simple introduction.

- Give short, simple instructions.

- Make simple requests.

- Say simple warnings.

- Give basic information about myself.

- Ask for basic information about another person.

- Describe a familiar thing (size, colour, number).

**Reading**

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 short, simple instructions with up to 4 steps.

- Understand very short, simple messages.

- Understand short, simple instructions with up to 3 steps.

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

- Understand simple information about everyday topics.

- Write simple phrases and some very short, simple sentences

**Writing**

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.

- 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.

- Complete short, simple forms.

- Copy 3-5 short, simple sentences.

© 2017 Centre for Canadian Language Benchmarks - The Can Do Statement Posters are intended to help learners understand the Canadian Language Benchmark levels; they are not intended for assessment purposes. For further details on the Canadian Language Benchmarks, consult the CLB document, available online at www.language.ca. The Can Do Statements were developed with support from the Province of Manitoba and the Government of Canada.
At this Benchmark, I can:
• understand most 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

Comprehending Instructions
■ Follow 2- to 4-step common instructions and directions.
  For example:
  • instructions for a classroom activity
  • directions to a washroom

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

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

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

Comprehending Instructions
■ Understand very short, simple social messages.
  For example:
  • a short note from my teacher
  • a short email with the details for an appointment

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

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

Reproducing Information
■ Copy 1 very short, simple paragraph.
  For example:
  • a short recipe
  • details about my work schedule

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

Sharing Information
■ Write sentences about things I know.
  For example:
  • a short description of a family member
  • a few sentences about my weekend

The Can Do Statement Posters (based on the Can Do Statements) were developed with support from the Ministry of Citizenship and Immigration, Ontario.

© 2017 Centre for Canadian Language Benchmarks - The Can Do Statement Posters are intended to help learners understand the Canadian Language Benchmark levels; they are not intended for assessment purposes. For further details on the Canadian Language Benchmarks, consult the CLB document, available online at www.language.ca. The Can Do Statements were developed with support from the Province of Manitoba and the Government of Canada.
# Canadian Language Benchmarks

## Can Do Statements

### Listening

At this Benchmark, I can:
- understand some simple formal and informal communication
- understand conversations about familiar topics

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

### Speaking

At this Benchmark, I can:
- give simple information about common everyday activities, experiences, needs, and wants
- use basic grammar and connect my ideas

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

### Reading

At this Benchmark, I can:
- understand short, simple paragraphs

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

### Writing

At this Benchmark, I can:
- write simple sentences and short, simple paragraphs
- use capital letters and simple punctuation

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

---

### 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

### 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

### Comprehending Information

- Understand short descriptions or stories.
  - For example:
    - a very short, clear weather report
    - a classmate’s story about shopping

### Sharing Information

- Ask for and give simple information about my needs and feelings.
  - For example:
    - tell a classmate how I am feeling

### 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

### 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

---

© 2017 Centre for Canadian Language Benchmarks - The Can Do Statement Posters are intended to help learners understand the Canadian Language Benchmark levels; they are not intended for assessment purposes. For further details on the Canadian Language Benchmarks, consult the CLB document, available online at www.language.ca. The Can Do Statements were developed with support from the Province of Manitoba and the Government of Canada.
At this Benchmark, I can:

**Speaking**
- 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

**Writing**
- 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

**Listening**
- Understand simple and some moderately complex reading materials

**Reading**
- 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

**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

**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.
    - Give a brief presentation about a news event or incident

**Canadian Language Benchmarks**

- **Benchmark 5**

**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 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

**Giving Instructions**
- Give step-by-step instructions or directions for everyday activities.
  - For example:
    - Give directions to a new home or business

**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

**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

**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

- 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

© 2017 Centre for Canadian Language Benchmarks - The Can Do Statement Posters are intended to help learners understand the Canadian Language Benchmark levels; they are not intended for assessment purposes. For further details on the Canadian Language Benchmarks, consult the CLB document, available online at www.language.ca. The Can Do Statements were developed with support from the Province of Manitoba and the Government of Canada.
<table>
<thead>
<tr>
<th><strong>Listening</strong></th>
<th><strong>Speaking</strong></th>
<th><strong>Reading</strong></th>
<th><strong>Writing</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>At this Benchmark, I can:</strong></td>
<td><strong>At this Benchmark, I can:</strong></td>
<td><strong>At this Benchmark, I can:</strong></td>
<td><strong>At this Benchmark, I can:</strong></td>
</tr>
<tr>
<td>- understand most moderately complex, formal and informal communication related to life experience</td>
<td>- communicate with some confidence in everyday social situations</td>
<td>- understand a range of moderately complex reading materials</td>
<td>- write short, moderately complex texts</td>
</tr>
<tr>
<td><strong>When:</strong></td>
<td></td>
<td></td>
<td>- write paragraphs with clearly expressed main ideas and some supporting details</td>
</tr>
<tr>
<td>- the communication is face-to-face (one-on-one or in small groups) or on the phone</td>
<td>- present concrete information in some detail about familiar topics that are important to me</td>
<td>- write with good control of simple grammar and adequate control of spelling and punctuation</td>
<td>- write for familiar people</td>
</tr>
<tr>
<td></td>
<td>- the communication is moderate in length</td>
<td></td>
<td>- the topic is familiar and related to my own interests and experiences</td>
</tr>
<tr>
<td></td>
<td>- the information is concrete and sometimes includes some abstract concepts</td>
<td></td>
<td><strong>Comprehending Instructions</strong></td>
</tr>
<tr>
<td><strong>Interacting with Others</strong></td>
<td><strong>Giving Instructions</strong></td>
<td><strong>Comprehending Instructions</strong></td>
<td><strong>Reproducing Information</strong></td>
</tr>
<tr>
<td>- understand common social conversations.</td>
<td>- Give step-by-step instructions or directions for everyday activities.</td>
<td>- Follow instructions with some visual clues and about 10 steps for everyday tasks, even when the steps are not always listed in order.</td>
<td>- Take messages or notes with 7-8 details while listening to something.</td>
</tr>
<tr>
<td>For example:</td>
<td>For example:</td>
<td>For example:</td>
<td>For example:</td>
</tr>
<tr>
<td>- making and cancelling arrangements</td>
<td>- make suggestions or arrangements for an event</td>
<td>- an application for post-secondary study</td>
<td>- notes from a podcast or short presentation</td>
</tr>
<tr>
<td>- apologizing or making excuses</td>
<td>- express opinions</td>
<td></td>
<td><strong>Make an outline or summary after reading a page of information.</strong></td>
</tr>
<tr>
<td><strong>Comprehending Information</strong></td>
<td>- make excuses or apologies</td>
<td></td>
<td>For example:</td>
</tr>
<tr>
<td></td>
<td>- participate in short phone calls.</td>
<td></td>
<td>- notes from a website about a procedure</td>
</tr>
<tr>
<td></td>
<td>For example:</td>
<td></td>
<td><strong>Getting Things Done</strong></td>
</tr>
<tr>
<td></td>
<td>- make a call to the dentist to set up an appointment</td>
<td></td>
<td>- Write short business messages (up to 1 paragraph) to get things done or for services needed for everyday life.</td>
</tr>
<tr>
<td><strong>Getting Things Done</strong></td>
<td></td>
<td></td>
<td>For example:</td>
</tr>
<tr>
<td>- understand communication intended to influence or persuade.</td>
<td></td>
<td>- a letter to ask a company for a refund for a product that didn’t work</td>
<td></td>
</tr>
<tr>
<td>For example:</td>
<td></td>
<td></td>
<td><strong>Complete detailed forms with 30-40 items.</strong></td>
</tr>
<tr>
<td>- telemarketer offers</td>
<td></td>
<td></td>
<td>For example:</td>
</tr>
<tr>
<td>- public transit announcements</td>
<td></td>
<td></td>
<td>- a job application form</td>
</tr>
<tr>
<td><strong>Comprehending Information</strong></td>
<td><strong>Sharing Information</strong></td>
<td><strong>Comprehending Information</strong></td>
<td><strong>Sharing Information</strong></td>
</tr>
<tr>
<td><strong>Interacting with Others</strong></td>
<td><strong>Ask for and give information in some detail in one-on-one and in small group discussions and meetings.</strong></td>
<td><strong>Understand descriptions and stories about familiar topics.</strong></td>
<td><strong>Write 1-2 connected paragraphs to describe a sequence of events, give a detailed description or comparison of people, things, routines or simple procedures.</strong></td>
</tr>
<tr>
<td></td>
<td>For example:</td>
<td></td>
<td>For example:</td>
</tr>
<tr>
<td></td>
<td>- express feelings or opinions</td>
<td>- a short current news item</td>
<td>- a description of daily routines at work</td>
</tr>
<tr>
<td></td>
<td>- express obligation, certainty or ability</td>
<td></td>
<td>- a comparison of 2 job applicants</td>
</tr>
<tr>
<td></td>
<td>- give detailed presentations (up to about 7 minutes) about events, simple processes, or to describe or compare things.</td>
<td></td>
<td><strong>Getting Things Done</strong></td>
</tr>
<tr>
<td></td>
<td>For example:</td>
<td></td>
<td>- Write short business messages (up to 1 paragraph) to get things done or for services needed for everyday life.</td>
</tr>
<tr>
<td></td>
<td>- an informal presentation to colleagues about immigrating to Canada</td>
<td></td>
<td>For example:</td>
</tr>
<tr>
<td></td>
<td><strong>Reproducing Information</strong></td>
<td></td>
<td>- a letter to ask a company for a refund for a product that didn’t work</td>
</tr>
<tr>
<td></td>
<td>- scan formatted texts (such as maps, course calendars, directories, and website navigation menus) to find and use 2-3 pieces of information.</td>
<td></td>
<td><strong>Complete detailed forms with 30-40 items.</strong></td>
</tr>
<tr>
<td></td>
<td>For example:</td>
<td></td>
<td>For example:</td>
</tr>
<tr>
<td></td>
<td>- two courses of interest in a course calendar</td>
<td>- a job application form</td>
<td>- a letter offering to help someone</td>
</tr>
<tr>
<td></td>
<td>- get information from moderately complex business texts.</td>
<td></td>
<td><strong>Getting Things Done</strong></td>
</tr>
<tr>
<td></td>
<td>For example:</td>
<td></td>
<td>- Write short business messages (up to 1 paragraph) to get things done or for services needed for everyday life.</td>
</tr>
<tr>
<td></td>
<td>- product specifications for a home appliance</td>
<td></td>
<td>For example:</td>
</tr>
<tr>
<td></td>
<td>- a cover letter for a job application</td>
<td>- an e-mail offering to help someone</td>
<td>- a job application form</td>
</tr>
<tr>
<td><strong>Getting Things Done</strong></td>
<td><strong>Comprehending Information</strong></td>
<td><strong>Sharing Information</strong></td>
<td><strong>Getting Things Done</strong></td>
</tr>
<tr>
<td><strong>Sharing Information</strong></td>
<td><strong>Understand descriptions and stories about familiar topics.</strong></td>
<td><strong>Write 1-2 connected paragraphs to describe a sequence of events, give a detailed description or comparison of people, things, routines or simple procedures.</strong></td>
<td>- write short, moderately complex texts</td>
</tr>
<tr>
<td>For example:</td>
<td></td>
<td>For example:</td>
<td>- write paragraphs with clearly expressed main ideas and some supporting details</td>
</tr>
<tr>
<td></td>
<td>- a short current news item</td>
<td>- write with good control of simple grammar and adequate control of spelling and punctuation</td>
<td>- write for familiar people</td>
</tr>
<tr>
<td></td>
<td><strong>Interacting with Others</strong></td>
<td></td>
<td>- the topic is familiar and related to my own interests and experiences</td>
</tr>
<tr>
<td>- understand familiar personal and public social messages.</td>
<td><strong>Giving Instructions</strong></td>
<td><strong>Comprehending Instructions</strong></td>
<td><strong>Getting Things Done</strong></td>
</tr>
<tr>
<td>For example:</td>
<td>- follow instructions with some visual clues and about 10 steps for everyday tasks, even when the steps are not always listed in order.</td>
<td>- scan formatted texts (such as maps, course calendars, directories, and website navigation menus) to find and use 2-3 pieces of information.</td>
<td>- write short business messages (up to 1 paragraph) to get things done or for services needed for everyday life.</td>
</tr>
<tr>
<td></td>
<td>- a workplace announcement</td>
<td>For example:</td>
<td>For example:</td>
</tr>
<tr>
<td></td>
<td><strong>Making an outline or summary after reading a page of information.</strong></td>
<td>- two courses of interest in a course calendar</td>
<td>- a short current news item</td>
</tr>
<tr>
<td></td>
<td>For example:</td>
<td>- get information from moderately complex business texts.</td>
<td></td>
</tr>
<tr>
<td><strong>Listening</strong></td>
<td><strong>Speaking</strong></td>
<td><strong>Reading</strong></td>
<td><strong>Writing</strong></td>
</tr>
<tr>
<td>--------------</td>
<td>-------------</td>
<td>-------------</td>
<td>------------</td>
</tr>
<tr>
<td><strong>At this Benchmark, I can:</strong></td>
<td><strong>At this Benchmark, I can:</strong></td>
<td><strong>At this Benchmark, I can:</strong></td>
<td><strong>At this Benchmark, I can:</strong></td>
</tr>
<tr>
<td>- understand most moderately complex formal and informal communication related to life experience and general knowledge</td>
<td>- communicate with some confidence in many daily routine, social, educational, and work situations</td>
<td>- understand a range of moderately complex reading materials</td>
<td>- write clear, moderately complex texts</td>
</tr>
<tr>
<td><strong>When:</strong></td>
<td>- present concrete and some abstract information on an expanding range of familiar topics</td>
<td>- the text is moderate in length</td>
<td>- write well-organized paragraphs with clearly expressed main ideas and adequate supporting details</td>
</tr>
<tr>
<td>- the communication is face-to-face (one-on-one or in small groups) or on the phone</td>
<td>- simple and some complex structures, and connect my ideas</td>
<td>- the text is factual, descriptive or argumentative with opinions and implied meanings</td>
<td>- write with good control of simple grammar, spelling, and punctuation</td>
</tr>
<tr>
<td>- the communication is moderate in length</td>
<td>- the information includes some abstract concepts and ideas</td>
<td>- the vocabulary includes a range of concrete, abstract or specialized terms, and idiomatic language</td>
<td>- write with adequate control of complex structures</td>
</tr>
<tr>
<td><strong>Interacting with Others</strong></td>
<td><strong>Comprehending Instructions</strong></td>
<td><strong>Giving Instructions</strong></td>
<td><strong>Comprehending Instructions</strong></td>
</tr>
<tr>
<td>- Participate in routine phone calls.</td>
<td>- Follow 10- to 12-step instructions for technical and non-technical tasks.</td>
<td>- Give instructions and directions for technical and non-technical tasks, procedures and processes.</td>
<td>- Understand personal and public social messages for a variety of purposes.</td>
</tr>
<tr>
<td>- For example:</td>
<td>- For example:</td>
<td>- For example:</td>
<td>- For example:</td>
</tr>
<tr>
<td>- leave a telephone message for a friend with details about an upcoming event</td>
<td>- detailed directions on how to get somewhere</td>
<td>- how to remove a computer virus</td>
<td>- a personal email expressing appreciation, complaint, hopes, satisfaction, or dissatisfaction</td>
</tr>
<tr>
<td><strong>Comprehending Information</strong></td>
<td><strong>Getting Things Done</strong></td>
<td><strong>Sharing Information</strong></td>
<td><strong>Comprehending Information</strong></td>
</tr>
<tr>
<td>- Participate in less routine social conversations for many everyday purposes.</td>
<td>- Give extended warnings, suggestions, recommendations or advice.</td>
<td>- Give detailed information one-on-one and in small group discussions or meetings.</td>
<td>- Understand extended descriptions, reports, and stories about familiar topics.</td>
</tr>
<tr>
<td>- For example:</td>
<td>- For example:</td>
<td>- For example:</td>
<td>- For example:</td>
</tr>
<tr>
<td>- respond to appreciation or dissatisfaction</td>
<td>- give a detailed suggestion on how to solve a problem</td>
<td>- discuss a medical condition with a doctor</td>
<td>- a short research report</td>
</tr>
<tr>
<td>- Participate in routine phone calls.</td>
<td>- make recommendations on how to improve a friend’s class assignment</td>
<td>- Give detailed presentations (up to about 10 minutes) about events, simple processes, or to describe or compare and contrast 2 events, jobs, or procedures.</td>
<td>- interpret and use information in charts, diagrams, tables, graphs, and flow charts.</td>
</tr>
<tr>
<td>- For example:</td>
<td>- For example:</td>
<td>- For example:</td>
<td>- For example:</td>
</tr>
<tr>
<td>- leave a telephone message for a friend with details about an upcoming event</td>
<td>- how to assemble a piece of furniture</td>
<td>- compare and contrast the advantages and disadvantages of 2 workplace procedures</td>
<td>- a flow chart illustrating a company reporting system</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td><strong>Writing</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Scan formatted texts (such as course calendars, directories, and website navigation menus) to find and use 3-4 pieces of information.</td>
<td>- Write formal and informal messages (about 2-3 paragraphs) for a range of social purposes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Make an outline or summary after reading up to about 2 pages of information.</td>
<td>- For example:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Get information from moderately complex business texts.</td>
<td>- notes from a detailed phone message at work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- For example:</td>
<td>- Make an outline of a sequence of events in a historical text</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- a report to make recommendations or warnings</td>
<td>- Write business messages (up to about 2 paragraphs long) for a range of routine and less routine purposes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Complete detailed forms with about 40 items and some written responses to questions.</td>
<td>- For example:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- a note to express disappointment or satisfaction</td>
<td>- an incident report form</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- a note to express disappointment or satisfaction</td>
<td><strong>Sharing Information</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- 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.</td>
<td>- a comparison of the education system of 2 countries for an academic preparation course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- For example:</td>
<td>- The Can Do Statement Posters (based on the Can Do Statements) were developed with support from the Ministry of Citizenship and Immigration, Ontario.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Listening

At this Benchmark, I can:
- understand moderately complex formal and informal communication related to life experience, general knowledge, and specialized or work-related situations

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

Interacting with Others
- Understand social conversations. For example:
  - a co-worker discussing a colleague who recently 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

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

Speaking

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

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

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 their/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

Comprehending Instruction
- 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)

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

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

Reading

At this Benchmark, I can:
- understand most moderately complex reading materials

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

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
- 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

Getting Things Done
- Write for many purposes to communicate at work, with businesses, or with places providing a service. For example:
  - a letter requesting a change
  - a memo clarifying a conflict

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

Writing

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

Comprehending 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

Getting Things Done
- 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 1 paragraph to explain information 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