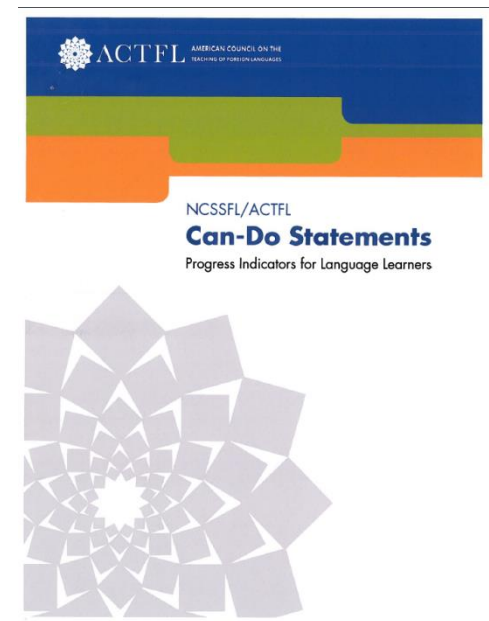


Introducing the *NCSSFL - ACTFL Can-do Statements*

2013 ACTFL Convention
Orlando, FL
Friday, November 22, 2013

Jacqueline Van Houten
Elvira Swender



The *NCSSFL-ACTFL Can-Do Statements*

- Culmination of a collaborative effort between NCSSFL and ACTFL
- Combination of two documents into one cohesive set of statements
 - NCSSFL LinguaFolio®
 - ACTFL Proficiency Guidelines
- Tool that supports curriculum development and performance assessment
- Tool to support college and career readiness with 21st century communication skills



Why Align NCSSFL's *LinguaFolio*[®] with the *ACTFL Proficiency Guidelines*?

- To align with a national and international standards for language competence
 - Instruction in the learning environment needs to target real world language outcomes
- Contribute to a more cohesive and comprehensive system for language learning
- Emphasize communication and functional language in a cultural context

Origin of the Can-Do Statements

- NCSSFL's introduction to the CEFR 2002-2004
- NCSSFL develops LinguaFolio
 - individual state versions,
 - a consortia of states version,
 - a national version
- LinguaFolio Online
- STARTALK version

Uses of Can-Do Statements in LinguaFolio®

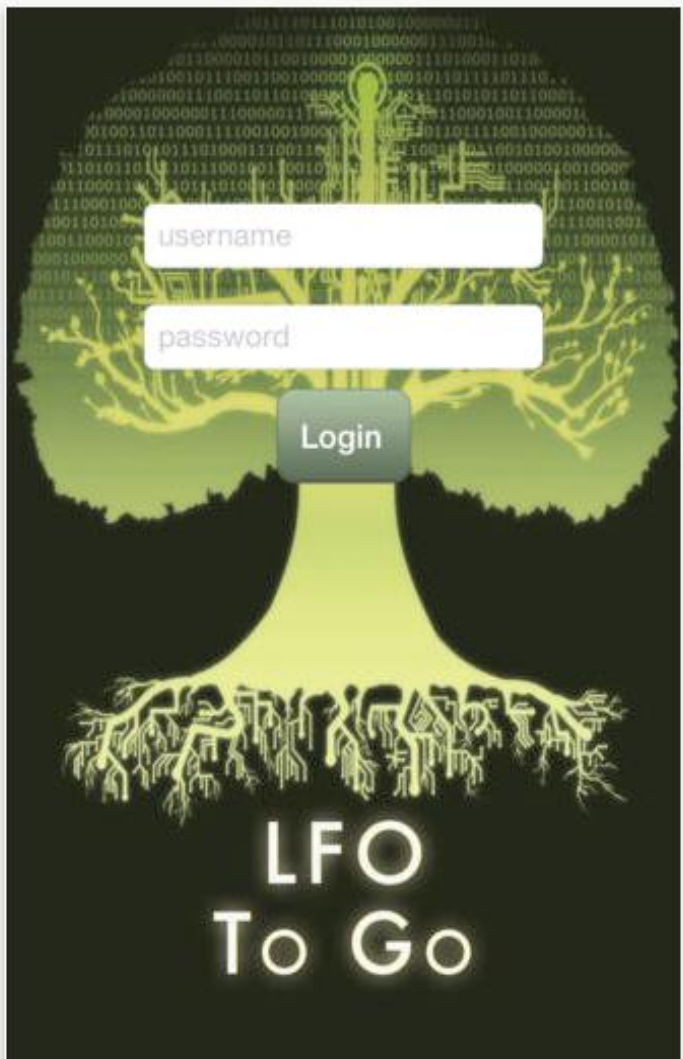
- Documents **student growth** and provides evidence of **teacher effectiveness**
- Promotes **learning autonomy** through self-assessment
- Develops **goal setting skills** and **increases motivation**
 - Moeller, Aleidine J., Theiler, Janine & Wu, Chaorong. (2012) *Goal setting and student achievement: a longitudinal study*. Modern Language Journal, 96 (2). 153-169
- **Addresses interculturality** through a process of self-assessment and reflection

- iOS 6 & iOS 7 compatibility enhancements
- Updated UI for iOS 7

...More

Screenshots

iPhone | iPad



EVIDENCE FOR CANDo: Chinese, Intermediate Low, Interpersonal Speaking

CanDo: *I can engage in simple conversation using phrases and complete sentences on most topics about everyday life.*

Status: *I can do*

[Back to the CanDo](#)

Evidences

Format

私はカールです。

Textual

[Edit](#)

今日私はカールです。

Textual

[Edit](#)

[PDF Evidence](#)

PDF Document

[Edit](#)

<http://www.youtube.com/watch?v=VaSKLKs4hk4>

YouTube Video

[Edit](#)



MP3 Sound

[Edit](#)

fjdka:fjdskl

Textual

[Edit](#)

[PDF Evidence](#)

PDF Document

[Edit](#)

- [Upload New Textual Evidence](#)
- [Upload New YouTube Video Evidence](#)
- [Upload New MP3 Sound Evidence](#)
- [Upload New Picture File Evidence](#)
- [Upload New PDF Document Evidence](#)

Proficiency is....

... the ability to use language in real world situations in a spontaneous interaction and non-rehearsed context



Proficiency is....

... the ability to use language in **real world** situations in a **spontaneous** interaction and **non-rehearsed** context



Performance is....

... the ability to use language that has been learned and practiced in an instructional setting and is within familiar contexts and content areas.



Performance is....

... the ability to use language that has been learned and practiced in an instructional setting and is within familiar contexts and content areas.





Performance

Language is learned and practice

Familiar contexts and content areas

Curriculum-dependent



Proficiency

Spontaneous, non-rehearsed

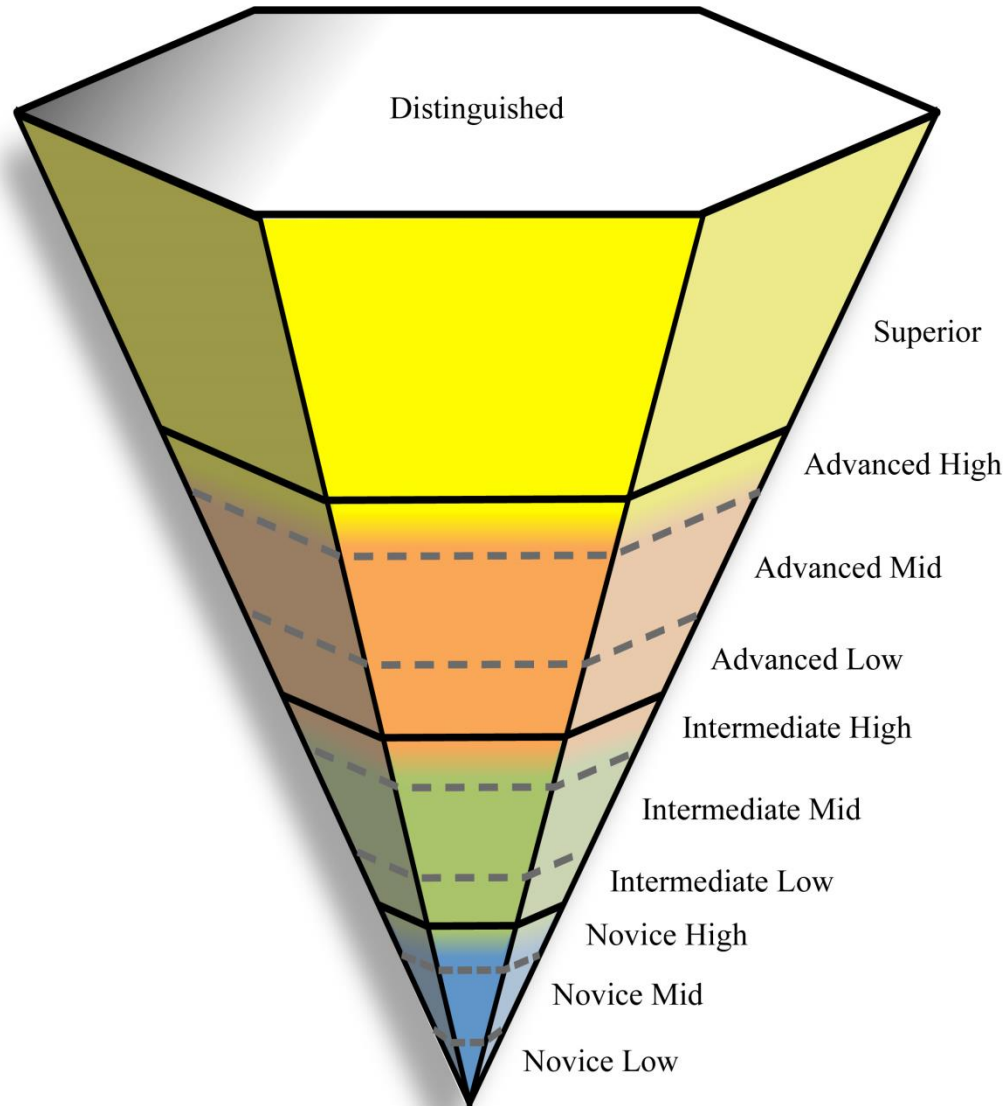
Broad content and context in authentic situations

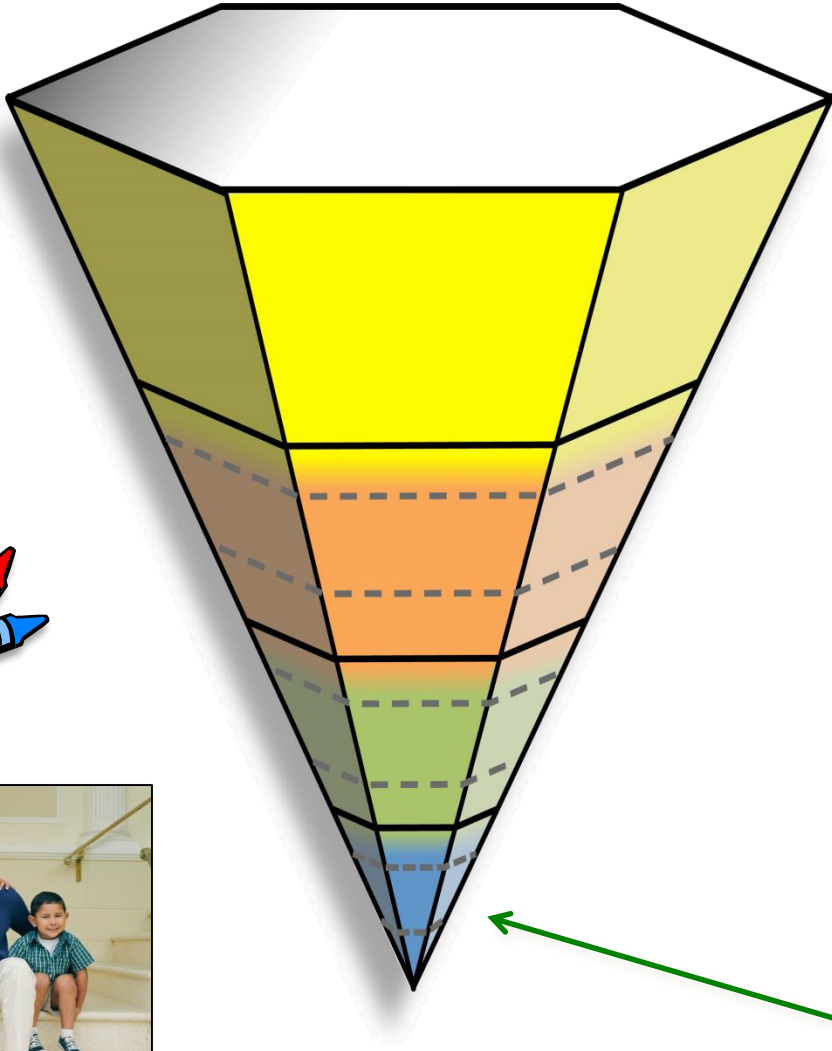
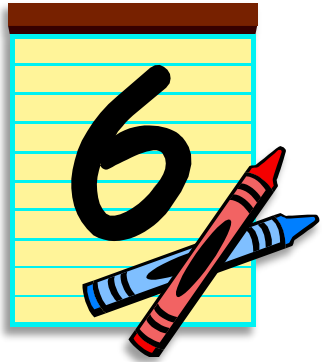
Independent of curriculum or when, where, or how the language was acquired

Why this new version?

1. Desire to provide greater understanding of the ACTFL proficiency levels
2. Show how performance points to proficiency
3. Provide a means to “unpack” the Standards

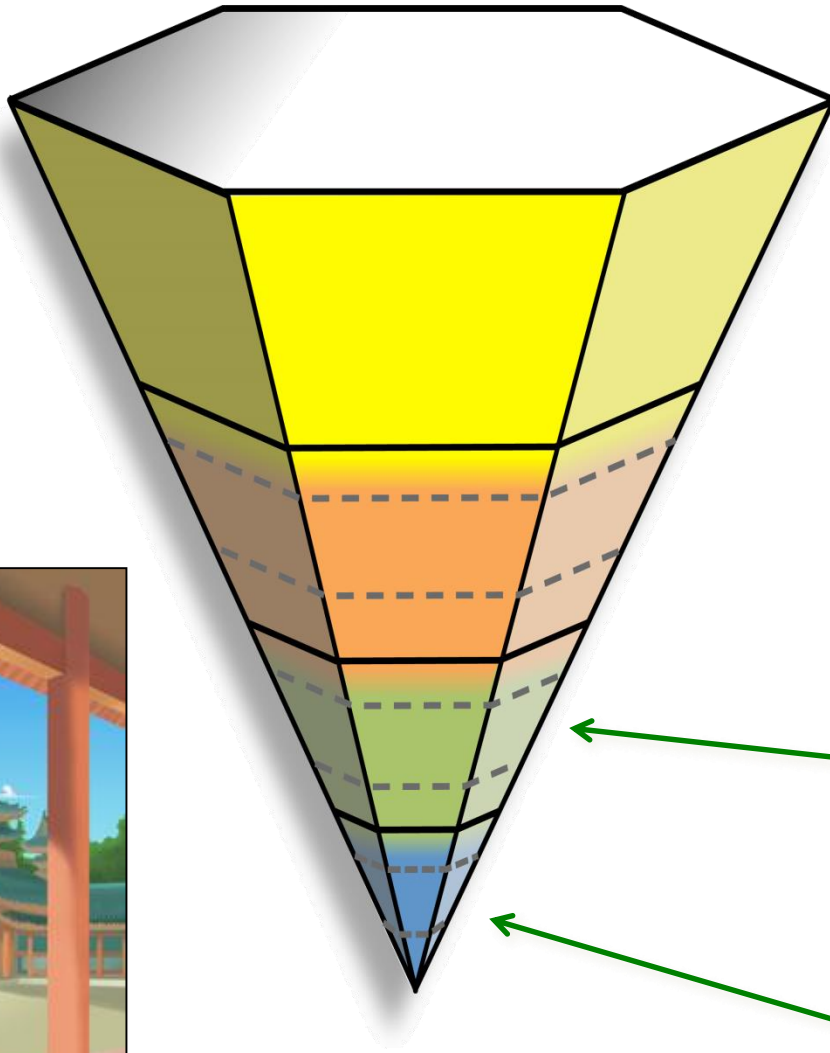
Major Levels of the ACTFL Guidelines





NOVICE

Can **communicate** minimally with formulaic and rote utterances, lists, and phrases

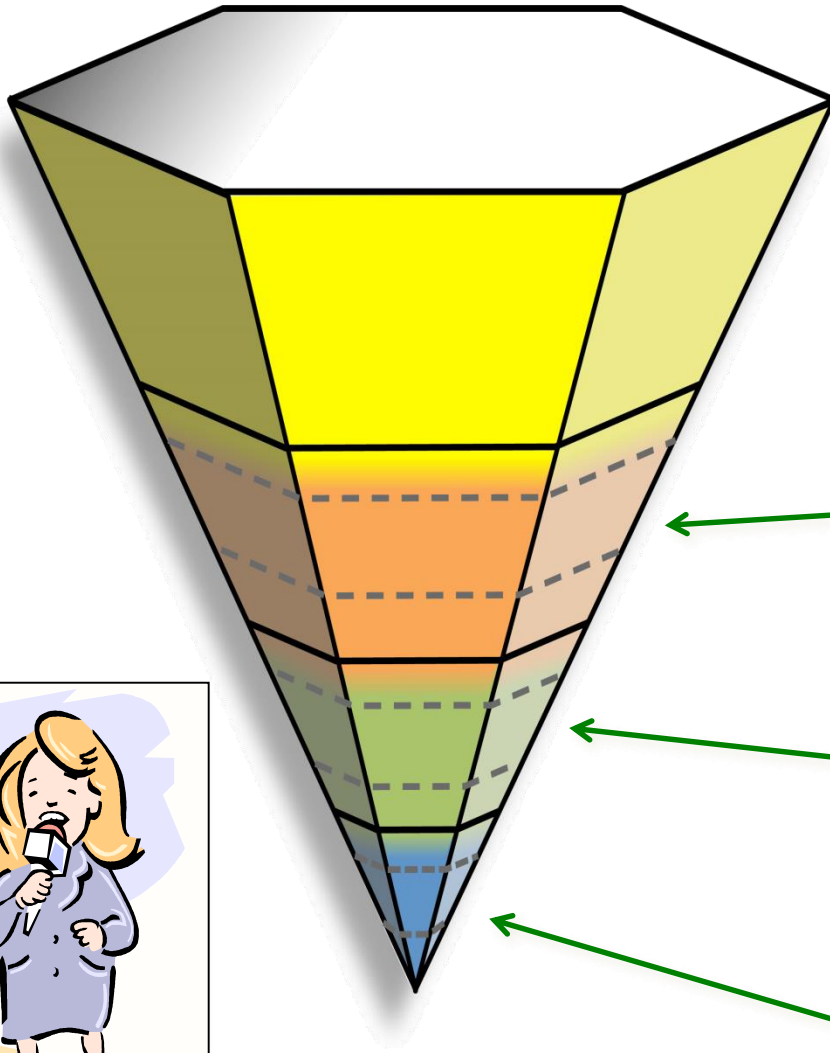


INTERMEDIATE

Can **create with language**, ask and **answer simple questions** on familiar topics, and handle a simple situation or **transaction**

NOVICE

Can communicate minimally with formulaic and rote utterances, lists, and phrases



ADVANCED

Can **narrate and describe** in all **major time frames** and handle a situation with a **complication**

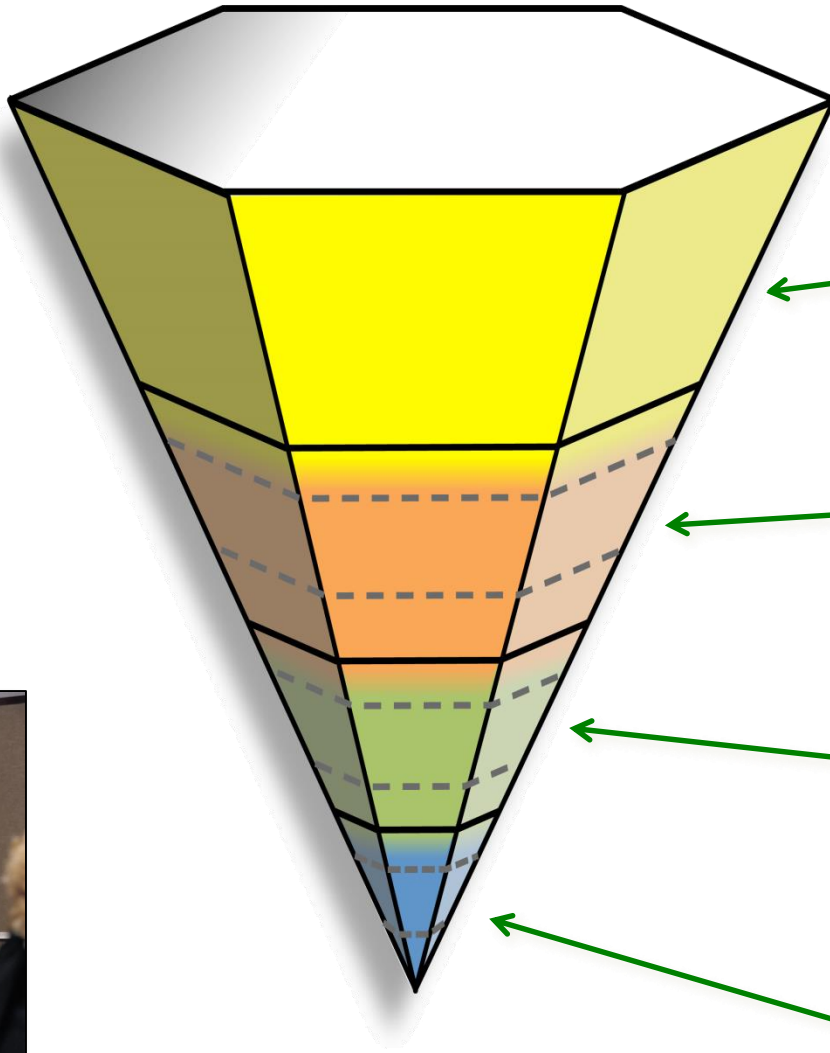
INTERMEDIATE

Can create with language, ask and answer simple questions on familiar topics, and handle a simple situation or transaction

NOVICE

Can communicate minimally with formulaic and rote utterances, lists, and phrases





SUPERIOR

Can **support opinion, hypothesize,** discuss topics concretely and **abstractly,** and handle a **linguistically unfamiliar situation**

ADVANCED

Can narrate and describe in all major time frames and handle a situation with a complication

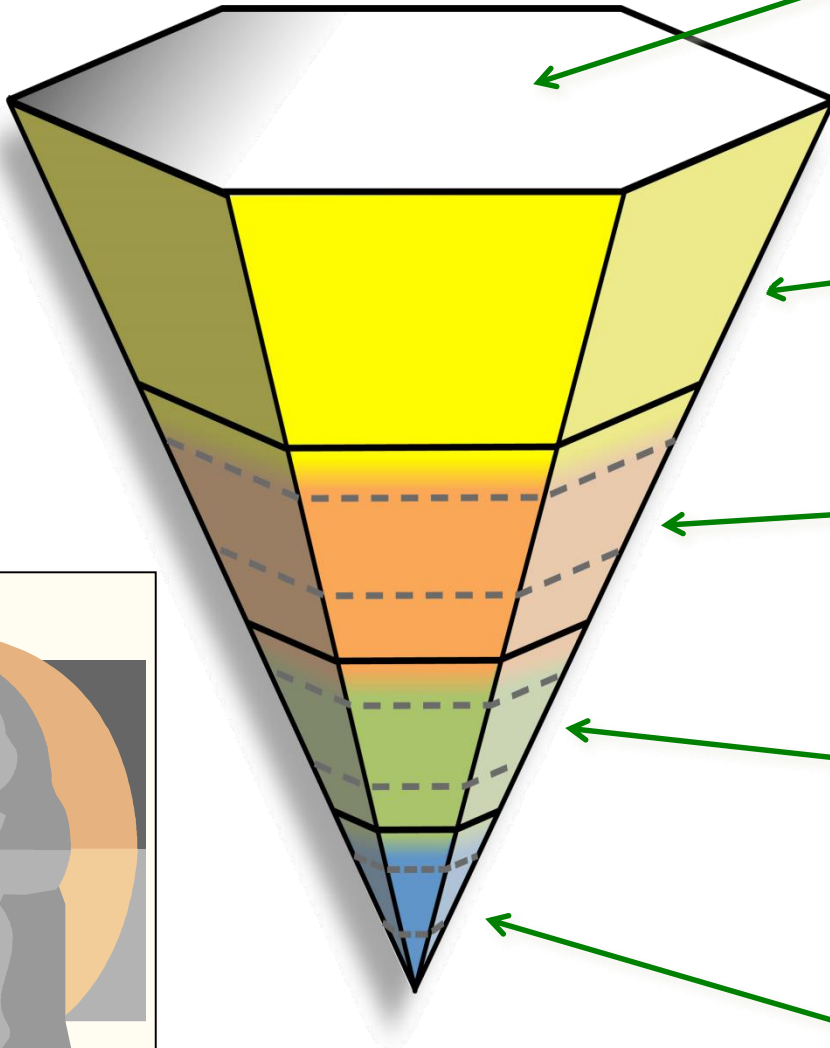
INTERMEDIATE

Can create with language, ask and answer simple questions on familiar topics, and handle a simple situation or transaction

NOVICE

Can communicate minimally with formulaic and rote utterances, lists, and phrases





DISTINGUISHED

Can reflect on a wide range of **global issues** and **highly abstract concepts**, use **persuasive** hypothetical discourse, and **tailor** language to a variety of audiences

SUPERIOR

Can support opinion, hypothesize, discuss topics concretely and abstractly, and handle a linguistically unfamiliar situation

ADVANCED

Can narrate and describe in all major time frames and handle a situation with a complication

INTERMEDIATE

Can create with language, ask and answer simple questions on familiar topics, and handle a simple situation or transaction

NOVICE

Can communicate minimally with formulaic and rote utterances, lists, and phrases

Proficiency Level	Global Tasks and Functions	Context/ Content	Accuracy/ Comprehensibility	Text Type
Superior	Discuss topics extensively, supports opinions and hypothesize. Deal with a linguistically unfamiliar situation.	Most formal and informal settings/ <i>Wide range of general interest topics and some special fields of interest and expertise</i>	No pattern of errors in basic structures. Errors virtually never interfere with communication or distract the native speaker from the message	Extended discourse
Advanced	Narrate and describe in major time frames and deal effectively with unanticipated complication.	Most informal and some formal settings/ <i>Topics of personal and general interest</i>	Understood without difficulty by speakers unaccustomed to dealing with non-native speakers	Paragraphs
Intermediate	Create with language, initiate, maintain, and bring to a close simple conversations by asking and responding to simple questions.	Some informal settings and limited number of transactional situations/ <i>Predictable, familiar topics related to daily activities.</i>	Understood, with some repetition, by speakers accustomed to dealing with non-native speakers.	Discrete sentences
Novice	Communicate minimally with formulaic and rote utterances, list and phrases.	Most common informal settings/ <i>Most common aspects of daily life.</i>	May be difficult to understand, even for speaker accustomed to dealing with non-native speakers	Individual words and phrases

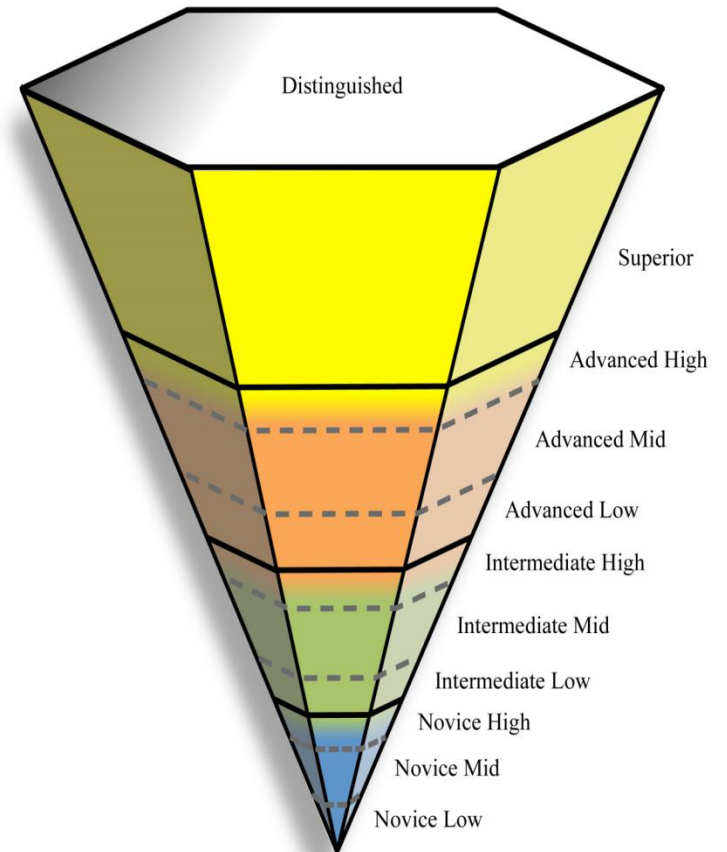
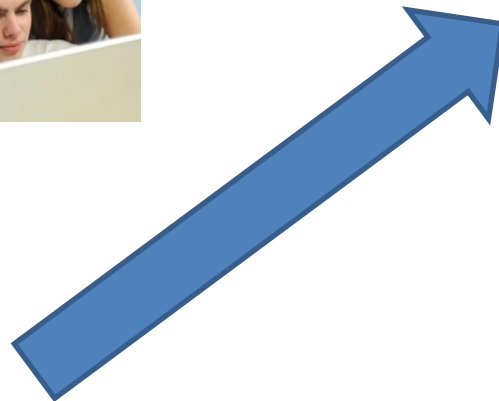
ACTFL PERFORMANCE DESCRIPTORS FOR LANGUAGE LEARNERS — INTERPERSONAL

Domains	Novice Range	Intermediate Range	Advanced Range
	Expresses self in conversations on very familiar topics using a variety of words, phrases, simple sentences, and questions that have been highly practiced and memorized.	Expresses self and participates in conversations on familiar topics using sentences and series of sentences. Handles short social interactions in everyday situations by asking and answering a variety of questions. Can communicate about self, others, and everyday life.	Expresses self fully to maintain conversations on familiar topics and new concrete social, academic, and work-related topics. Can communicate in paragraph-length conversation about events with detail and organization. Confidently handles situations with an unexpected complication. Shares point of view in discussions.
Functions	Can ask highly predictable and formulaic questions and respond to such questions by listing, naming, and identifying. May show emerging evidence of the ability to engage in simple conversation.	Can communicate by understanding and creating personal meaning. Can understand, ask and answer a variety of questions. Consistently able to initiate, maintain, and end a conversation to satisfy basic needs and/or to handle a simple transaction. May show emerging evidence of the ability to communicate about more than the "here and now."	Can communicate with ease and confidence by understanding and producing narrations and descriptions in all major time frames and deal efficiently with a situation with an unexpected turn of events. May show emerging evidence of the ability to participate in discussions about issues beyond the concrete.
Contexts/ Content	Able to function in some personally relevant contexts on topics that relate to basic biographical information. May show emerging evidence of the ability to communicate in highly practiced contexts related to oneself and immediate environment.	Able to communicate in contexts relevant to oneself and others, and one's immediate environment. May show emerging evidence of the ability to communicate in some of occasionally unfamiliar topics.	Functions fully and effectively in contexts both personal and general. Content areas include topics of personal and general interest (community, national, and international events) as well as work-related topics and areas of special competence. May show emerging evidence of the ability to communicate in more abstract content areas.
Language Control	Can usually comprehend highly practiced and basic messages when supported by visual or contextual clues, redundancy or restatement, and when the message contains familiar structures. Can control memorized language sufficiently to be appropriate to the situation and understood by those accustomed to dealing with language learners, how many times with difficulty.	Understands and produces language that can be used in dealing with language learners.	Language control is sufficient to interact efficiently and effectively with those unaccustomed to dealing with language learners. Consistent control of basic high-frequency structures facilitates comprehension and production.
Vocabulary	Able to understand and produce a number of high frequency words, highly practiced expressions, and formulaic questions.	Understands and produces a broad range of vocabulary related to school, employment, topics of personal interest, and generic vocabulary related to current events and matters of public and community interest.	Comprehends and produces a broad range of vocabulary related to school, employment, topics of personal interest, and generic vocabulary related to current events and matters of public and community interest.
Communication Strategies	May use some or all of the following strategies to maintain communication, able to: <ul style="list-style-type: none"> • Imitate modeled words • Use facial expressions and gestures • Repeat words • Resort to first language • Ask for repetition • Indicate lack of understanding 	Uses a range of strategies to maintain communication, able to: <ul style="list-style-type: none"> • Request clarification • Repeat • Restate • Rephrase • Circumlocute 	
Cultural Awareness	May use culturally appropriate gestures and formulaic expressions in highly practiced applications. May show awareness of the most obvious cultural differences or prohibitions, but may often miss cues indicating miscommunication.	Recognizes and uses cultural knowledge to conform linguistically and behaviorally in many social and work-related interactions. Shows conscious awareness of significant cultural differences and attempts to adjust accordingly.	Understands and uses cultural knowledge to conform linguistically and behaviorally in many social and work-related interactions. Shows conscious awareness of significant cultural differences and attempts to adjust accordingly.



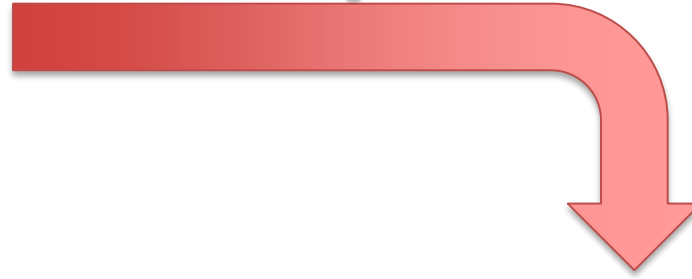
Performance Toward Proficiency

What learners demonstrate in the familiar context of the instructional setting points toward a targeted proficiency level

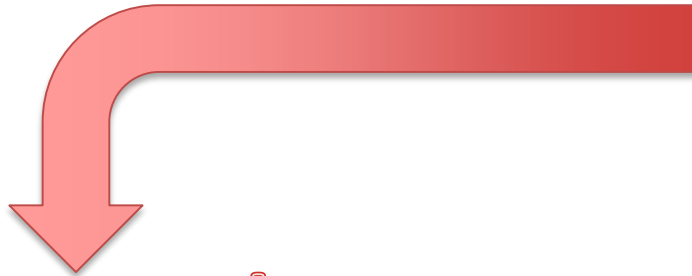
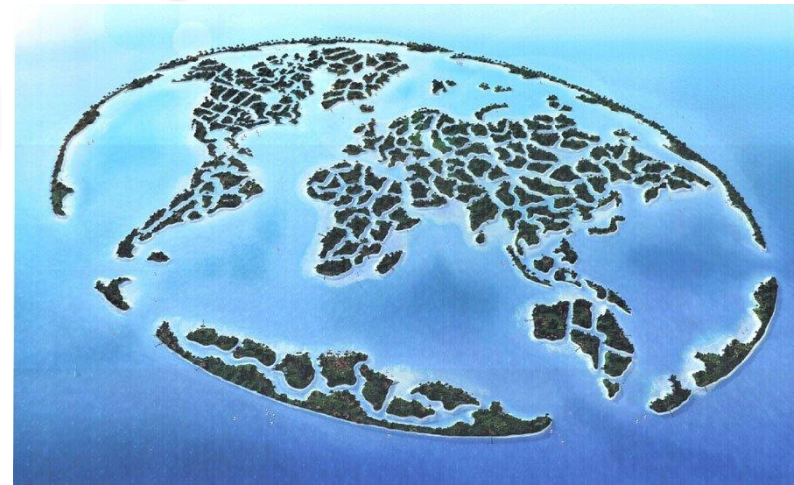




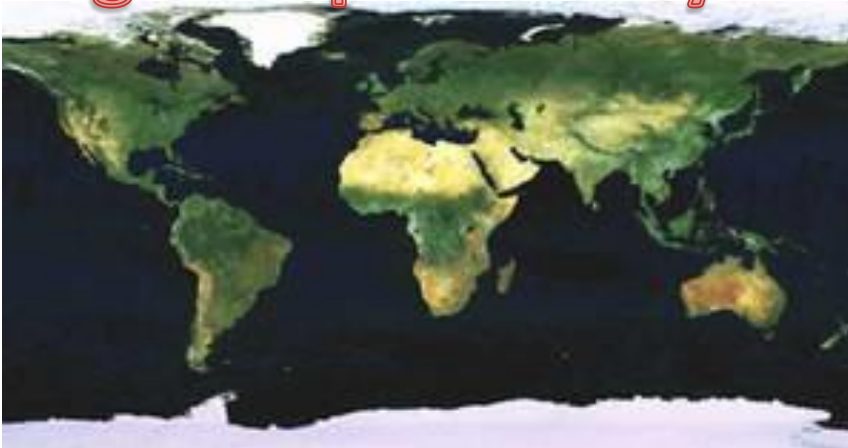
Islands of performance



merge into continents



on the way to
global proficiency!



“Unpacking” the Standards

- Standards are overarching
 - What learners know and can do
- Three modes and with different skills
 - Interpersonal
 - Interpretive
 - Presentation
- Performance develops from Novice level along the proficiency continuum

Developing Interpersonal Performance



I can communicate basic information about myself and people I know

I can exchange some personal information

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

I can exchange information related to areas of mutual interest.

I can compare and contrast life in different locations and in different times.

Can-do Statements are Organized

- By Communicative Modes
 - Interpersonal
 - Interpretive
 - Presentation
- By proficiency level and sub-level
 - Novice Low through Distinguished

Three Modes of Communication

Interpersonal

- *Negotiation of meaning*
- Listening and Speaking
- Reading and Writing



Three Modes of Communication

Interpretive

- *Interpretation*
- Listening
- Reading
- Viewing



Three Modes of Communication



Presentational

- *Creation*
- Speaking
- Writing
- Visually Representing

Three Modes of Communication

Interpersonal	Interpretive	Presentational
<ul style="list-style-type: none">• <i>Negotiation of meaning</i>• Listening and Speaking• Reading and Writing	<ul style="list-style-type: none">• <i>Interpretation</i>• Listening• Reading• Viewing	<ul style="list-style-type: none">• <i>Creation</i>• Speaking• Writing• Visually Representing

Can-do Statements are Organized

- By Communicative Modes
 - Interpersonal
 - Interpretive
 - Presentation
- By proficiency level and sub-level
 - Novice Low through Distinguished
 - Aligned to the functions, contexts and content, text type, and accuracy features in the *ACTFL Proficiency Guidelines 2012*.

Intermediate Low - Interpersonal

ACTFL Proficiency Guidelines - Speaking

Speakers at the Intermediate Low sublevel are able to handle successfully a limited number of uncomplicated communicative tasks by **creating with the language in straightforward social situations**. Conversation is restricted to some of the concrete exchanges and **predictable topics necessary for survival** in the target-language culture. These topics relate to **basic personal information**; for example, self and family, some daily activities and personal preferences, and **some immediate needs**, such as ordering food and making simple purchases. At the Intermediate Low sublevel, speakers are primarily reactive and struggle to answer direct questions or requests for information. **They are also able to ask a few appropriate questions**. Intermediate Low speakers manage to sustain the functions of the Intermediate level, although just barely.

Can-do Global Benchmark

I can participate in conversations on a number of **familiar topics** using simple sentences. I can handle short social interactions in **everyday situations** by **asking and answering questions**.

Advanced Mid- Interpretive Reading

ACTFL Proficiency Guidelines - Reading

At the Advanced Mid sublevel, readers are able to understand **conventional narrative and descriptive texts**, such as expanded descriptions of persons, places, and things and narrations about past, present, and future events. These texts reflect the standard linguistic conventions of the written form of the language in such a way that readers can predict what they are going to read. **Readers understand the main ideas, facts, and many supporting details.**

Comprehension derives not only from situational and subject-matter knowledge but also from knowledge of the language itself. Readers at this level may derive some meaning from texts that are structurally and/or conceptually more complex.

Can-do Global Benchmark

I can understand the **main idea and most supporting details** in texts on a variety of topics of personal and general interest, as well as some professional topics. I can follow **stories and descriptions of considerable length and in various time frames**. I can understand texts written in a variety of genres, **even when I am unfamiliar with the topic**.

Can-do Statements Include

- Global Benchmarks
 - General description of the proficiency level for each of the modes
- Bold statements
 - Main indicators for the level and the mode
- Target statements/Check list
 - Provide instructional focus
 - Create class evidence
 - Should emphasize “re-spiraling”



INTERMEDIATE LOW

I can participate in conversations on a number of familiar topics using simple sentences.
I can handle short social interactions in everyday situations by asking and answering simple questions.

I can have a simple conversation on a number of everyday topics.

- I can talk with someone about family or household tasks.
- I can talk with someone about hobbies and interests.
- I can talk with someone about school or work.
- I can _____

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

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

I can use the language to meet my basic needs in familiar situations.

- I can ask for help at school, work, or in the community.
- I can make a reservation.
- I can arrange for transportation, such as by train, bus, taxi, or a ride with friends.
- I can _____

Sample of Global Benchmarks

MODE	NOVICE HIGH	INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
INTERPERSONAL COMMUNICATION	I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.	I can participate with ease and confidence in conversations on familiar topics. I can usually talk about events and experiences in various time frames. I can usually describe people, places, and things. I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.
PRESENTATIONAL WRITING	I can write short messages and notes on familiar topics related to everyday life.	I can write briefly about most familiar topics and present information using a series of simple sentences.	I can write on a wide variety of familiar topics using connected sentences.	I can write on topics related to school, work, and community in a generally organized way. I can write some simple paragraphs about events and experiences in various time frames.
INTERPRETIVE READING	I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. I can sometimes understand the main idea of what I have read.	I can understand the main idea of short and simple texts when the topic is familiar.	I can understand the main idea of texts related to everyday life and personal interests or studies.	I can easily understand the main idea of texts related to everyday life, personal interests, and studies. I can sometimes follow stories and descriptions about events and experiences in various time frames.

INTERMEDIATE LOW

I can participate in conversations on a number of familiar topics using simple sentences.
I can have short social interactions in everyday situations by asking and answering simple questions.

I can have a simple conversation on a number of everyday topics.

- I can talk with someone about family or household tasks.
- I can talk with someone about hobbies and interests.
- I can talk with someone about school or work.
- I can _____

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

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

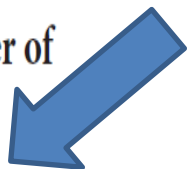
I can use the language to meet my basic needs in familiar situations.

- I can ask for help at school, work, or in the community.
- I can make a reservation.
- I can arrange for transportation, such as by train, bus, taxi, or a ride with friends.
- I can _____

INTERMEDIATE LOW

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I can have a simple conversation on a number of everyday topics.



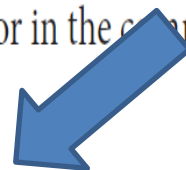
- I can talk with someone about family or household tasks.
- I can talk with someone about hobbies and interests.
- I can talk with someone about school or work.
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- I can ask for help at school, work, or in the community.
- I can make a reservation.
- I can arrange for transportation, such as by train, bus, taxi, or a ride with friends.
- I can _____

NOVICE MID

I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.

I can greet and leave people in a polite way.

- I can say hello and goodbye to someone my age or younger.
- I can say hello and goodbye to my teacher, professor, or supervisor.
- I can say hello and goodbye to an adult.
- I can say hello and goodbye to a person I do not know.
- I can _____

I can introduce myself and others.

- I can introduce myself and provide basic personal information.
- I can introduce someone else.
- I can respond to an introduction.
- I can _____

I can answer a variety of simple questions.

- I can answer questions about what I like and dislike.
- I can answer questions about what I am doing and what I did.
- I can answer questions about where I'm going or where I went.
- I can answer questions about something I have learned.
- I can _____

I can make some simple statements in a conversation.

- I can tell someone what I am doing.
- I can say where I went.
- I can say whom I am going to see.
- I can express a positive reaction, such as "Great!"
- I can _____

I can ask some simple questions.

- I can ask *who, what, when, where* questions.
- I can ask questions about something that I am learning.
- I can _____

I can communicate basic information about myself and people I know.

- I can say my name and ask someone's name.
- I can say or write something about the members of my family and ask about someone's family.
- I can say or write something about friends and classmates or co-workers.
- I can _____

I can communicate some basic information about my everyday life.

- I can give times, dates, and weather information.
- I can talk about what I eat, learn, and do.
- I can talk about places I know.
- I can ask and understand how much something costs.
- I can tell someone the time and location of a community event.
- I can _____

NOVICE HIGH

I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.

I can exchange some personal information.

- I can ask and say a home address and e-mail address.
- I can ask and say someone's nationality.
- I can ask and talk about family members and their characteristics.
- I can ask and talk about friends, classmates, teachers, or co-workers.
- I can _____

I can exchange information using texts, graphs, or pictures.

- I can ask about and identify familiar things in a picture from a story.
- I can ask about and identify important information about the weather using a map.
- I can ask and respond to simple questions about dates, times, places, and events on schedules, posters, and tickets.
- I can respond to simple questions based on graphs or visuals that provide information containing numbers or statistics.
- I can _____

I can ask for and give simple directions.

- I can ask for directions to a place.
- I can tell someone how to get from one place to another, such as go straight, turn left, or turn right.
- I can tell someone where something is located, such as next to, across from, or in the middle of.
- I can _____

I can make plans with others.

- I can accept or reject an invitation to do something or go somewhere.
- I can invite and make plans with someone to do something or go somewhere.
- I can exchange information about where to go, such as to the store, the movie theatre, a concert, a restaurant, the lab, or when to meet.
- I can _____

I can interact with others in everyday situations.

- I can order a meal.
- I can make a purchase.
- I can buy a ticket.
- I can _____

How Learners Use Can-Do Statements

- Goal setting (elementary sticky notes)
- Self-assessment and providing evidence (Jacque to get sample from CASLS)
- Taking ownership of their learning
 - Ali's research

Grades

SCROLL DOWN FOR MORE!!!

SI SE PUEDE!

er	¡Si Se Puede!												Grading Period	
Abel-	1	2	3	4	5	6	7	8	9	10	11	12		
Andrew	1	2	3	4	5	6	7	8	9	10	11	12		
Charlotte	1	2	3	4	5	6	7	8	9	10	11	12		
Claire-	1	2	3	4	5	6	7	8	9	10	11	12		
Clayton	1	2	3	4	5	6	7	8	9	10	11	12		
Cody	1	2	3	4	5	6	7	8	9	10	11	12		
Da'Shon	1	2	3	4	5	6	7	8	9	10	11	12		
Ellana	1	2	3	4	5	6	7	8	9	10	11	12		
Ethan	1	2	3	4	5	6	7	8	9	10	11	12		
Greta	1	2	3	4	5	6	7	8	9	10	11	12		
Harper	1	2	3	4	5	6	7	8	9	10	11	12		
James	1	2	3	4	5	6	7	8	9	10	11	12		
Kate	1	2	3	4	5	6	7	8	9	10	11	12		
Lilly-Lilliar	1	2	3	4	5	6	7	8	9	10	11	12		
Madison	1	2	3	4	5	6	7	8	9	10	11	12		
Matthew	1	2	3	4	5	6	7	8	9	10	11	12		
Owen	1	2	3	4	5	6	7	8	9	10	11	12		
Patrick	1	2	3	4	5	6	7	8	9	10	11	12		
Reese-	1	2	3	4	5	6	7	8	9	10	11	12		
Sean	1	2	3	4	5	6	7	8	9	10	11	12		
Shamya	1	2	3	4	5	6	7	8	9	10	11	12		
Skyler	1	2	3	4	5	6	7	8	9	10	11	12		
Sophie	1	2	3	4	5	6	7	8	9	10	11	12		

	¡Si Se Puede!												Grading Period 3	
Alexande	1	2	3	4	5	6	7	8	9	10	11	12		
Andrew	1	2	3	4	5	6	7	8	9	10	11	12		
Ava	1	2	3	4	5	6	7	8	9	10	11	12		
Broden	1	2	3	4	5	6	7	8	9	10	11	12		
Brianna	1	2	3	4	5	6	7	8	9	10	11	12		
Caroline	1	2	3	4	5	6	7	8	9	10	11	12		
Caroline	1	2	3	4	5	6	7	8	9	10	11	12		
Cooper	1	2	3	4	5	6	7	8	9	10	11	12		
Daniel	1	2	3	4	5	6	7	8	9	10	11	12		
Derron	1	2	3	4	5	6	7	8	9	10	11	12		
Dylan	1	2	3	4	5	6	7	8	9	10	11	12		
Julee	1	2	3	4	5	6	7	8	9	10	11	12		
Kylie	1	2	3	4	5	6	7	8	9	10	11	12		
Laina	1	2	3	4	5	6	7	8	9	10	11	12		
Madeline	1	2	3	4	5	6	7	8	9	10	11	12		
Patrick	1	2	3	4	5	6	7	8	9	10	11	12		
Ronald	1	2	3	4	5	6	7	8	9	10	11	12		
Sarah	1	2	3	4	5	6	7	8	9	10	11	12		
Sarah	1	2	3	4	5	6	7	8	9	10	11	12		
Shelby	1	2	3	4	5	6	7	8	9	10	11	12		
Simran	1	2	3	4	5	6	7	8	9	10	11	12		
Tyree	1	2	3	4	5	6	7	8	9	10	11	12		
William	1	2	3	4	5	6	7	8	9	10	11	12		

Español es Fácil!

I can greet you and tell you my name in Spanish!

My signature _____.

An adult's signature. _____.

Español es Fácil!

I can tell you that I am a girl or boy in Spanish!

My signature _____.

An adult's signature. _____.

Español es Fácil!

I can tell you how old I am in Spanish!

My signature _____.

An adult's signature. _____.

Español es Fácil!

I can count objects to 10 in Spanish!

My signature _____.

An adult's signature. _____.

Español es Fácil!

I can name a Spanish-speaking country!

My signature _____.

An adult's signature. _____.

Español es Fácil!

I can accurately identify red, blue, green and yellow in Spanish!

My signature _____.

An adult's signature. _____.

Look What I Can Do Today!

What can you do today? Color in the appropriate number of faces that match how you feel about each activity.






I am just getting started.
I need more work on this



I feel good about this.
A little more work to go!



I can do this easily and well.
Look at me now!

	I can understand when people greet each other using the phrases: Hello, How are you?, I am fine., Thank you., Goodbye!	
	I can understand when people make introductions using the phrases: I am from_____, My name is _____., What is your name?, Where are you from?, Nice to meet you.	
	I can recognize my name in characters.	

How Learning Facilitators Use Can-Do Statements

- Curriculum and daily lesson planning
- Creating performance assessment and task-specific rubrics
 - Functions, text type, content, expectations for accuracy

Curriculum Planning

JEFFERSON COUNTY PUBLIC SCHOOLS

BEGINNING FRENCH (A)

UNIT 1 Assessment: Presentational Speaking

Learning Targets

- ✓ I can greet people.
- ✓ I can introduce myself.
- ✓ I can tell my age and birthday.
- ✓ I can tell where I am from.

Scenario 2

You were accepted into a summer study abroad in southern France. You are going to attend Master Language School in Toulouse. You are excited to meet your new classmates. On your first day, your teacher asks you to introduce yourself to the class. You will want to include:

- A greeting for the class
- Your name
- Where you are from
- Your age
- Your birthday

You can also include any other information you can already say about yourself.



Task-specific Rubrics

Rubric

Major Focus	Exceeds Expectations			Meets Expectations	Approaches Expectation	No measurable proficiency
	Intermediate Mid	Intermediate Low	Novice High	Novice Mid	Novice Low	
What language do I use? Vocabulary	I can use words and expressions from a wide variety of topics and a limited number of idiomatic expressions.	I can use a wide variety of words and phrases for common objects and actions.	I can use a variety of words and phrases for common objects and actions.	I can use a limited number of words and phrases for common objects and actions.	I can use just a small number of words and phrases for common objects and actions.	No measurable proficiency
How do I use language? Text Type & Function	I can use a series of simple sentences, and I can combine simple sentences using connector words to express my thoughts.	I can use a series of short, simple sentences to express my thoughts.	I can use words, phrases and sentences to provide basic information.	I can use words, phrases and occasional sentences to provide basic information.	I can use some simple words to provide basic information.	
How well am I understood doing the task? Comprehensibility	I can easily be understood by someone accustomed to a language learner.	I can be understood by someone accustomed to a language learner.	I can mostly be understood by someone accustomed to a language learner.	I can be understood with difficulty by someone accustomed to a language learner.	I can be understood only with great effort.	

Adapted from the ACTFL Proficiency Guidelines-Speaking (1000) and the ACTFL Performance Guidelines for K-12 Learners (1008)

Minor Focus

How well do I use the language?	I don't make any errors in grammar, word order or word choice.	My errors in grammar, word order, and word choice <u>do not</u> prevent communication.	My errors in grammar, word order, and word choice <u>rarely</u> prevent communication.	My errors in grammar, word order, and word choice <u>sometimes</u> prevent communication.	My errors in grammar, word order, and word choice prevent communication.
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Task Completion

I completed more than I was asked to do.	I completed everything I was asked to do.	I completed most everything I was asked to do.	I completed little of what I was asked to do.
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Both Learners and Facilitators

- Can use statements to show progression of a specific task from
 - Can set as a goal
 - Can do with help
 - Can do independently, but not all the time
 - Can do independently and consistently



LinguaFolio® Online

Novice High

I can understand some ideas on familiar topics containing phrases, simple sentences, and frequently used expressions. I can understand the main point in short conversations, messages, and announcements.

I can do this easily and well.

This is one of my goals

Interpretive Listening

I can understand some short conversations or descriptions.

- I can understand short conversations about hobbies and sports.
- I can understand conversations related to daily life and routine.
- I can understand short descriptions of people I know.
- I can

I can understand some short, simple messages and announcements on familiar topics.

- I can understand an announcement on the school intercom related to school activities.
- I can understand a phone message, such as when and where to meet a friend.
- I can understand when and where an event will take place, such as a concert or sporting event.
- I can understand a radio advertisement for products I know.
- I can

Create Your Own Can-do Statements

- Keep in mind:
 - The communicative mode
 - The targeted proficiency level
 - The context
 - The global benchmark
 - The bold statement

Communicative Mode: **Interpersonal**

Targeted Proficiency Level: **Intermediate (Low)**

Context: *You are sharing information with a new exchange student about your daily routine.*

Global Benchmark: *I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.*

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

I can _____

I can _____

I can _____

I can _____

I can _____

Communicative Mode: **Interpretive Reading**

Targeted Proficiency Level: **Advanced (Low)**

Context: *Reading theater, movie, concert reviews and deciding which one to attend*

Global Benchmark: *I can understand the main idea and some supporting details on a variety of topics of personal and general interest. I can follow stories and descriptions of some length and in various time frames and genres.*

I can read texts that compare and contrast information.

I can _____

I can _____

I can _____

I can _____

I can _____

Communicative Mode: **Presentational Writing**

Targeted Proficiency Level: **Novice (High)**

Context: *Share information with a sister school on a class-based project about healthy eating*

Global Benchmark: *I can write short messages and notes on familiar topics related to everyday life.*

I can write basic information about things I have learned.

I can _____

I can _____

I can _____

I can _____

I can _____

*Communicative Mode: **Interpretive Listening***

*Targeted Proficiency Level: **Superior***

Context: Panel discussion on global trade tariffs.

Global Benchmark: I can follow a wide range of academic and professional discourse on abstract and specialized topics. I can understand all standard dialects. I can sometimes infer complex meaning that requires deep understanding of the culture.

I can understand discussions on various issues of general interest.

I can _____

I can _____

I can _____

I can _____

I can _____