How to Use the NCSSFL-ACTFL Can-Do Statements

The can-do statements help language learners
- evaluate what they can do with language in each of the three modes of communication: *interpretive, interpersonal* and *presentational* and
- set personal goals for functional language use.

They are aligned to ACTFL proficiency levels and sublevels and as such should NOT be modified. Personalized can-do statements are designed for that purpose.

"This is a goal" indicates the desire to perform a new indicator.

"I can do this with help" means being able to do this when prompted, when someone provides a word or hint, or after multiple tries.

"I can do this easily" indicates being able to do this indicator often, comfortably and independently, without hesitation. When this box is checked, evidence is provided in column 4.

Can-Do Benchmarks

Progress Indicators

Sample Learning Targets

Name
Language

LinguaFolio
SHOW THE WORLD WHAT YOU CAN DO

Novice Low
I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.

This is my goal. | I can do this with help. | I can do this easily. | I have provided evidence to demonstrate this.

INTERPERSONAL COMMUNICATION

I can greet my peers.
- I can say hello and goodbye.
- I can

Self-Assessment

I can introduce myself to someone.
- I can tell someone my name.
- I can

I can answer a few simple questions.
- I can respond to yes/no questions.
- I can answer an either/or question.
- I can respond to *who, what, when, where* questions.
- I can

Evidence
Mark the box to indicate that you have provided proof that you can demonstrate the indicator.

Personalized Can-Do

Instructions for Learners

Use the lists of can-do statements to record what you think you can do in the language that you are learning. You may discover that you perform at higher levels in some modes than in others. For example, you may progress more quickly in interpretive reading and listening, than in presentational speaking and writing.

1. Choose a mode of communication.
2. Select some can-do progress indicators that describe what you think you can do by performing some sample learning target tasks.
3. Decide what evidence proves that you can do this. One piece of evidence is not enough. In order to say that you are proficient at a particular sub level (e.g. Novice Mid) you must perform consistently and with native speakers at that level.
4. Repeat this process for the progress indicators under each mode of communication in the targeted proficiency sublevel. (e.g. Novice Mid)
5. When you have provided enough evidence to demonstrate your proficiency for each of the progress indicators, begin setting goals for the next proficiency sub level (e.g. Novice High).

Instructions for Learning Facilitators

Differentiation

LinguaFolio® is designed to facilitate differentiation.
Use the can-do statements as a diagnostic tool to estimate the individual proficiency levels of learners for differentiated planning. Having learners self-assess using the can-do statements can act as a pre-test to inform instructional decisions that individualize learner pathways.

Curriculum Design

Following a backward design approach, use the can-do benchmarks to set learner outcome expectations for specific timeframes.
Start with the last language course/class in your program and work your way back to the first course/class, choosing the benchmarks or range of benchmarks that target the proficiency level you expect learners to achieve.

Unit/Lesson Design

Continuing with the backward design approach, use the can-do progress indicators to set outcome expectations for units.
Use the sample learning targets to set daily lesson outcomes and post them for learners to see.

Formative and Summative Assessments

Can-do statements are not intended to be used as assessments per se.
Use them as criteria for rubrics and as suggestions for performance tasks, exit slips, reflections for learning, etc.

Learner Growth Data for Teacher Effectiveness

Evidence that learners have uploaded in LinguaFolio® is but one component of their progress on the proficiency continuum. Teachers cannot rely on this evidence as their *sole* measure of learner growth.

The can-do statements provide measurable learning targets or goals called " student learning objectives" (SLOs) in some states. Together with end-of-unit or end-of-course Integrated Performance Assessments, or any other formal assessments such as the ACTFL Assessment of Performance Toward Proficiency in Languages (AAPPL) or Standards Based Measure of Proficiency (STAMP), etc. self-assessment evidence help determine a learner's growth.

For the purpose of determining learner growth, teachers should ONLY be concerned with the last column and the evidence that learners have provided.

The non-shaded columns are intended for learners to reflect on their progress.

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