Introducing the
NCSSFL - ACTFL Can-do Statements

2013 ACTFL Convention
Orlando, FL
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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**
- **Addresses interculturality** through a process of self-assessment and reflection
**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

<table>
<thead>
<tr>
<th>Evidences</th>
<th>Format</th>
</tr>
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<tbody>
<tr>
<td>私はカールです。</td>
<td>Textual Edit</td>
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<tr>
<td>今日私はカールです。</td>
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<td>PDF Evidence</td>
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- Upload New Textual Evidence
- Upload New YouTube Video Evidence
- Upload New MP3 Sound Evidence
- Upload New Picture File Evidence
- Upload New PDF Document Evidence

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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.
<table>
<thead>
<tr>
<th><strong>Performance</strong></th>
<th><strong>Proficiency</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Language is learned and practice</td>
<td>Spontaneous, non-rehearsed</td>
</tr>
<tr>
<td>Familiar contexts and content areas</td>
<td>Broad content and context in authentic situations</td>
</tr>
<tr>
<td>Curriculum-dependent</td>
<td>Independent of curriculum or when, where, or how the language was acquired</td>
</tr>
</tbody>
</table>
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
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
Can create with language, ask and answer simple questions on familiar topics, and handle a simple situation or transaction.

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

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

Can communicate minimally with formulaic and rote utterances, lists, and phrases.
Can create with language, ask and answer simple questions on familiar topics, and handle a simple situation or transaction.

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Domains</th>
<th>Novice Range</th>
<th>Intermediate Range</th>
<th>Advanced Range</th>
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</thead>
<tbody>
<tr>
<td><strong>Domains</strong></td>
<td><strong>Novice Range</strong></td>
<td><strong>Intermediate Range</strong></td>
<td><strong>Advanced Range</strong></td>
</tr>
<tr>
<td><strong>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.</strong></td>
<td><strong>Expresses self and participates in conversations on familiar topics using sentences and series of sentences.</strong></td>
<td><strong>Expresses self fully to maintain conversations on familiar topics and new concrete social, academic, and work-related topics.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Can ask highly predictable and formulaic questions and respond to such questions by listing, naming, and identifying.</strong></td>
<td><strong>Can communicate by understanding and creating personal meaning.</strong></td>
<td><strong>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.</strong></td>
<td></td>
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<tr>
<td><strong>May show emerging evidence of the ability to engage in simple conversation.</strong></td>
<td><strong>Can understand, ask and answer a variety of questions.</strong></td>
<td><strong>May show emerging evidence of the ability to participate in discussions about issues beyond the concrete.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Functions</strong></td>
<td><strong>Consistently able to initiate, maintain, and end a conversation to satisfy basic needs and/or to handle a simple transaction.</strong></td>
<td><strong>Can communicate in contexts relevant to oneself and others, and one's immediate environment.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Can communicate in contexts relevant to oneself and others, and one's immediate environment.</strong></td>
<td><strong>May show emerging evidence of the ability to communicate in more abstract content areas.</strong></td>
<td><strong>Functions fully and effectively in contexts both personal and general.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Contexts/Content</strong></td>
<td><strong>May show emerging evidence of the ability to communicate in highly practiced contexts related to oneself and immediate environment.</strong></td>
<td><strong>Functions fully and effectively in contexts both personal and general.</strong></td>
<td></td>
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<tr>
<td><strong>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.</strong></td>
<td><strong>May show emerging evidence of the ability to communicate in more abstract content areas.</strong></td>
<td><strong>Language control is sufficient to interact efficiently and effectively with those unaccustomed to dealing with language learners.</strong></td>
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<tr>
<td><strong>Can control memorized language sufficiently to be appropriate to the situation and understood by those accustomed to dealing with language learners, however, times with difficulty.</strong></td>
<td><strong>Understands wide range of strategies to maintain communication, able to:</strong></td>
<td><strong>Consistent control of basic high-frequency structures facilitates comprehension and production.</strong></td>
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<tr>
<td><strong>Vocabulary</strong></td>
<td><strong>Understands and uses cultural knowledge to conform linguistically and behaviorally in many social and work-related interactions.</strong></td>
<td><strong>Understands and uses cultural knowledge to conform linguistically and behaviorally in many social and work-related interactions.</strong></td>
<td></td>
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<tr>
<td><strong>Able to understand and produce a number of high frequency words, highly practiced expressions, and formulaic questions.</strong></td>
<td><strong>Recognizes and appropriately uses gestures and gestures when there are varied everyday interactions.</strong></td>
<td><strong>Shows conscious awareness of significant cultural differences and attempts to adjust accordingly.</strong></td>
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<tr>
<td><strong>Communication Strategies</strong></td>
<td><strong>Indicate lack of understanding</strong></td>
<td><strong>Recognizes and appropriately uses gestures and gestures when there are varied everyday interactions.</strong></td>
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<tr>
<td><strong>May use some or all of the following strategies to maintain communication, able to:</strong></td>
<td><strong>Repeat</strong></td>
<td><strong>Understands and uses cultural knowledge to conform linguistically and behaviorally in many social and work-related interactions.</strong></td>
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<tr>
<td><strong>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.</strong></td>
<td><strong>Request clarification</strong></td>
<td><strong>Shows conscious awareness of significant cultural differences and attempts to adjust accordingly.</strong></td>
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<tr>
<td><strong>Cultural Awareness</strong></td>
<td><strong>Recognize and appropriately uses gestures and gestures when there are varied everyday interactions.</strong></td>
<td><strong>Understands and uses cultural knowledge to conform linguistically and behaviorally in many social and work-related interactions.</strong></td>
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Performance Toward Proficiency

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

- Presentation
  - Creation
  - Speaking
  - Writing
  - Visually Representing
### Three Modes of Communication

<table>
<thead>
<tr>
<th>Interpersonal</th>
<th>Interpretive</th>
<th>Presentational</th>
</tr>
</thead>
<tbody>
<tr>
<td>Negotiation of meaning</td>
<td>Interpretation</td>
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<td>Writing</td>
</tr>
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<td></td>
<td>Viewing</td>
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</table>
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 ________________________________
<table>
<thead>
<tr>
<th>MODE</th>
<th>NOVICE HIGH</th>
<th>INTERMEDIATE LOW</th>
<th>INTERMEDIATE MID</th>
<th>INTERMEDIATE HIGH</th>
</tr>
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<tbody>
<tr>
<td>INTERPERSONAL</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>COMMUNICATION</td>
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<tr>
<td>PRESENTATIONAL</td>
<td>I can write short messages and notes on familiar topics related to everyday life.</td>
<td>I can write briefly about most familiar topics and present information using a series of simple sentences.</td>
<td>I can write on a wide variety of familiar topics using connected sentences.</td>
<td>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.</td>
</tr>
<tr>
<td>WRITING</td>
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<tr>
<td>INTERPRETIVE</td>
<td>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.</td>
<td>I can understand the main idea of short and simple texts when the topic is familiar.</td>
<td>I can understand the main idea of texts related to everyday life and personal interests or studies.</td>
<td>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.</td>
</tr>
<tr>
<td>READING</td>
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</table>
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 ________________________________
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☐ I can ________________

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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 ________________
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
<table>
<thead>
<tr>
<th>Name</th>
<th>Grade Period 1</th>
<th>Grade Period 2</th>
<th>Grade Period 3</th>
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<tbody>
<tr>
<td>Abel</td>
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<td></td>
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<tr>
<td>Andrew</td>
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<td>Simran</td>
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<td>Tyrex</td>
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<tr>
<td>William</td>
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<tr>
<td>Español es Facil!</td>
<td>Español es Facil!</td>
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<td>-----------------</td>
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<tr>
<td>I can greet you and tell you my name in Spanish!</td>
<td>I can tell you that I am a girl or boy in Spanish!</td>
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<tr>
<td>My signature __________________.</td>
<td>My signature __________________.</td>
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<tr>
<td>An adult's signature. __________________.</td>
<td>An adult's signature. __________________.</td>
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<table>
<thead>
<tr>
<th>Español es Facil!</th>
<th>Español es Facil!</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can tell you how old I am in Spanish!</td>
<td>I can count objects to 10 in Spanish!</td>
</tr>
<tr>
<td>My signature __________________.</td>
<td>My signature __________________.</td>
</tr>
<tr>
<td>An adult's signature. __________________.</td>
<td>An adult's signature. __________________.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Español es Facil!</th>
<th>Español es Facil!</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can name a Spanish-speaking country!</td>
<td>I can accurately identify red, blue, green and yellow in Spanish!</td>
</tr>
<tr>
<td>My signature __________________.</td>
<td>My signature __________________.</td>
</tr>
<tr>
<td>An adult's signature. __________________.</td>
<td>An adult's signature. __________________.</td>
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</tbody>
</table>
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
# Units

## Learning Goals / Unit Plans 2011-2012

**CLICK ON THE UNIT TITLE ACCORDING TO YOUR GRADE AND GRADING PERIOD TO FIND OUR LEARNING GOALS.**

<table>
<thead>
<tr>
<th>1st Grading Period</th>
<th>2nd Grading Period</th>
<th>3rd Grading Period</th>
<th>4th Grading Period</th>
<th>5th Grading Period</th>
<th>6th Grading Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 15 - Sept. 23</td>
<td>Sept. 26 - Nov. 4</td>
<td>Nov. 7 - Jan. 6</td>
<td>Jan. 9 - Feb. 24</td>
<td>Feb. 27 - Apr. 6</td>
<td>Apr. 9 - May 25</td>
</tr>
</tbody>
</table>

- **Community** Newsletter
- **Culture** Newsletter
- **Healthy Me** Newsletter
- **Count On It!** Newsletter
- **Connect With Nature** Newsletter
- **Portfolio** Newsletter

### P1(k)
- I can talk about class community.
- I can describe myself.
- I can talk about what I like to eat.
- I can talk about shapes.
- I can talk about the weather.

### P2(1st)
- I can talk about school community.
- I can describe my house.
- I can talk about what I want to eat.
- I can draw like Pablo Picasso.
- I can talk about weather and seasons.

### P3(2nd)
- I can talk about how I enjoy the community.
- I can describe my friends and family.
- I can plan a healthy meal.
- I can make plans in Spanish.
- I can talk about the weather and what clothes I have.

### 3/4th
- I can talk about where I have been.
- I can describe needs and wants.
- I can shop for ingredients to make a healthy meal.
- I can create and discuss a schedule in Spanish.
- I can talk the weather form.

---

### 3rd Grading Period Learning Goals!
The learning goals for this period are now on the website maestranadine.wikispaces.com under “UNITS”. 1st grade - 5th grade should have them glued in their agenda. Please practice the learning goals and learn with them! Allowing them to teach you is one of the best strategies for their learning.

Each time they demonstrate a goal, have them color in one of the SI SE PUEDE! dots above the goals!
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

<table>
<thead>
<tr>
<th>Major Focus</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Approaches Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What language do I use?</strong></td>
<td>I can use words and expressions from a wide variety of topics and a limited number of idiomatic expressions.</td>
<td>I can use a wide variety of words and phrases for common objects and actions.</td>
<td>I can use a limited number of words and phrases for common objects and actions.</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>Intermediate Mid</td>
<td>Novice High</td>
<td>Novice Mid</td>
</tr>
<tr>
<td><strong>How do I use language?</strong></td>
<td>I can use a series of simple sentences, and I can combine simple sentences using connector words to express my thoughts.</td>
<td>I can use words, phrases and occasional sentences to provide basic information.</td>
<td>I can use some simple words to provide basic information.</td>
</tr>
<tr>
<td><strong>Text Type &amp; Function</strong></td>
<td>Intermediate Low</td>
<td>Novice Mid</td>
<td>Novice Low</td>
</tr>
<tr>
<td><strong>How well am I understood doing the task?</strong></td>
<td>I can be understood by someone accustomed to a language learner.</td>
<td>I can mostly be understood by someone accustomed to a language learner.</td>
<td>I can be understood with difficulty by someone accustomed to a language learner.</td>
</tr>
<tr>
<td><strong>Comprehensibility</strong></td>
<td>Novice Mid</td>
<td>Novice Low</td>
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</table>

<table>
<thead>
<tr>
<th>Minor Focus</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Approaches Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How well do I use the language?</strong></td>
<td>I don't make any errors in grammar, word order or word choice.</td>
<td>My errors in grammar, word order, and word choice do not prevent communication.</td>
<td>My errors in grammar, word order, and word choice do not prevent communication.</td>
</tr>
<tr>
<td><strong>Task Completion</strong></td>
<td>I completed more than I was asked to do.</td>
<td>I completed everything I was asked to do.</td>
<td>I completed most everything I was asked to do.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Interpretive Listening</th>
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<tbody>
<tr>
<td><strong>I can understand some short conversations or descriptions.</strong></td>
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<tr>
<td>- I can understand short conversations about hobbies and sports.</td>
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<tr>
<td>- I can understand conversations related to daily life and routine.</td>
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<tr>
<td>- I can understand short descriptions of people I know.</td>
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<td>- I can [ ]</td>
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<tr>
<th></th>
<th>I can do this easily and well.</th>
<th>This is one of my goals</th>
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<table>
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<tr>
<th><strong>I can understand some short, simple messages and announcements on familiar topics.</strong></th>
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<tbody>
<tr>
<td>- I can understand an announcement on the school intercom related to school activities.</td>
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<tr>
<td>- I can understand a phone message, such as when and where to meet a friend.</td>
</tr>
<tr>
<td>- I can understand when and where an event will take place, such as a concert or sporting event.</td>
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<tr>
<td>- I can understand a radio advertisement for products I know.</td>
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<td>- I can [ ]</td>
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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_________________________________________
- 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________________________________________
- 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____________________________________________________
☐ 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_________________________________________
- I can_________________________________________