HOW TO USE THE NCSSFL-ACTFL CAN-DO STATEMENTS

**EDUCATORS** set daily learning targets and incorporate the Statements in lesson, assessment and rubric design to make learning transparent. Educators assist learners to realize what learners can do with language, how to set goals, and what to do to improve.

**STATES** set proficiency target expectations within their course codes for different levels and sequences of language study, to guide districts in organizing their programs and in setting policy for performance-based granting of credit.

**SCHOOLS** provide time for professional learning communities for language educators to review and analyze evidence of learning and collaborate on assessment design. Schools set policies to determine criteria for performance-based credit.

**LEARNERS** set learning goals and regularly chart their own progress. Through reflection, they identify what it takes to advance.

**UNIVERSITIES** develop entrance and exit requirements based on proficiency levels and set proficiency targets for language courses; encourage learners to set learning goals, and grant credit for consistent demonstration. Teacher preparation courses show educators how to use the Statements to set learning targets, design units, plan lessons, and create assessments and rubrics for evaluating learners’ performance.

**DISTRICTS & SCHOOLS** set proficiency targets for graduation, design curriculum and units based on Benchmarks and Indicators and provide professional learning for educators on how to move learners up the proficiency levels. Educators collaborate to design end-of-unit or end-of-course assessments to provide evidence of learners independently and consistently demonstrating the targeted level of proficiency.

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