

What are the NCSSFL-ACTFL Can-Do Statements?

The 2026 NCSSFL-ACTFL Can-Do Statements are the result of collaboration between the National Council of State Supervisors for Languages (NCSSFL) and ACTFL. These statements guide:

- **Language learners** to set learning goals and self-assess and chart their progress toward language and intercultural proficiency.
- **Language educators** to write intercultural communication learning targets for curriculum, units, and lesson plans.
- **Language education partners** to clarify how well learners at different stages can communicate.

Aligned with the *ACTFL Proficiency Guidelines 2024* and the *ACTFL Performance Descriptors for Language Learners*, the 2026 Can-Do Statements reference the content of the first two goal areas from the *World-Readiness Standards for Learning Languages* (Communication and Cultures) and provide updated revisions to the *2017 NCSSFL-ACTFL Can-Do Statements*. They reflect the continuum of growth in intercultural communication skills through the Novice, Intermediate, Advanced, Superior, and Distinguished levels, describing what language users can independently do at each sublevel and paving the way to higher levels. The Can-Do Statements include an Intercultural Reflection Tool that can guide learners to deeper levels of self-reflection.

Leaders from NCSSFL and ACTFL oversaw the revisions to the 2026 Can-Do Statements in collaboration with world language educators nationwide. During the two-year revision process, the core educator writing team developed an initial draft and then refined it using feedback from live focus groups and more than 1500 online comments.

What is the History of the NCSSFL-ACTFL Can-Do Statements?

The original 2013 Can-Do Statements were a collaborative effort between NCSSFL and ACTFL to combine the NCSSFL *Linguafolio*® “I can” statements with the ACTFL Proficiency Guidelines 2012 and the ACTFL Performance Descriptors for Language Learners. The resulting Can-Do Statements support learner self-assessment and curriculum development by unpacking the national standards and showing how language performance points to proficiency. In 2017, the two organizations updated the Can-Do Statements to include sample learning scenarios for each language sublevel; created Intercultural Can-Do Statements for investigation and interaction; and created an Intercultural Reflection Tool to help learners use language and culture together to develop their Intercultural Communicative Competence (ICC).

How Are the Can-Do Statements and the Intercultural Reflection Tool Organized?

The **Communication Can-Do Statements** are aligned to the Interpretive, Interpersonal, and Presentational Modes of Communication as described in the *World-Readiness Standards for Learning Languages*:

- ✓ **Interpretive Communication:** Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- ✓ **Interpersonal Communication:** Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- ✓ **Presentational Communication:** Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

The **Intercultural Can-Do Statements** describe the ability to investigate and interact with intercultural competence and understanding as outlined in the *World-Readiness Standards for Learning Languages*:

- ✓ **Relating Cultural Perspectives to Practices:** Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- ✓ **Relating Cultural Perspectives to Products:** Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

The **Intercultural Reflection Tool** is used in conjunction with the Can-Do Statements and provides activities and reflection questions that show how learners use both their language and knowledge of culture to demonstrate their Intercultural Communicative Competence (ICC) through self-reflection. The framework for reflective activities includes:

- ✓ An in-class **introductory activity** in the new/focus language;
- ✓ A **deeper intercultural reflection** outside of class in English/first language or in the focus language; and
- ✓ An in-class **follow-up activity** in the new/focus language.

For the purpose of this document, ICC refers to the ability to interact effectively and appropriately with people across language and cultural backgrounds. ICC develops as the result of a process of intentional goal setting and self-reflection around language and cultures and involves attitudinal changes toward one's own and other cultures. ICC is essential for establishing effective, positive relationships across cultures, which is needed in a global society.

What Are the Key Features of the Can-Do Statements?

The Can-Do Statements clarify language performance and intercultural competence through Proficiency Benchmarks, Performance Indicators, and Example scenarios across learning and real-life contexts. A **glossary** is found at the end of the document to define and give examples of key terms.

- 1. Proficiency Benchmarks** identify the overarching features of language performance and intercultural competence in each of the three modes of communication along the five major levels of the ACTFL proficiency continuum (Novice, Intermediate, Advanced, Superior, Distinguished). Benchmarks provide support to learners in setting long-term goals and inform program or course outcomes for educators.

Presentational Benchmarks

NOVICE	INTERMEDIATE	ADVANCED	SUPERIOR	DISTINGUISHED
I can share information on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.	I can provide information and express my thoughts about familiar topics, creating sentences and series of connected sentences through spoken, written, or signed language.	I can organize, express, and present information to an audience in a detailed way on concrete unfamiliar topics, using paragraphs across various time frames through spoken, written, or signed language.	I can present to a wide variety of audiences on hypothetical or abstract issues and ideas ranging from broad general interests to my areas of specialized expertise, producing extended discourse with precision of expression, using spoken, written, or signed language.	I can present on a wide range of global issues and highly abstract concepts, producing conceptually and linguistically complex discourse and adapting to the cultural context of the audience using spoken, written, or signed language.

- 2. Performance Indicators** unpack the Proficiency Benchmarks by describing the steps toward reaching the overarching Benchmark goal. They help learners chart progress toward meeting language learning goals and inform unit and lesson design for educators by identifying the specific function, context, and text type for each sublevel (low, mid, high) of the major levels.

The Performance Indicators are presented as both full sentences and in an unpacked format of their three core elements to deepen understanding of each sublevel:

- **Functions:** The types of communication activities that the individual can handle, such as understanding the main idea, providing personal information, or maintaining conversations.
- **Context:** The situations or circumstances in which the individual can achieve communication goals, ranging from familiar and unfamiliar to abstract and hypothetical.
- **Text Type:** The length and complexity of oral, written, or signed text or media that the individual can understand and produce, ranging from words and phrases to sentences, paragraphs, and multi-paragraph discourse. The term *Discourse Type* may be used to highlight that text is not only written but may also be oral or signed.

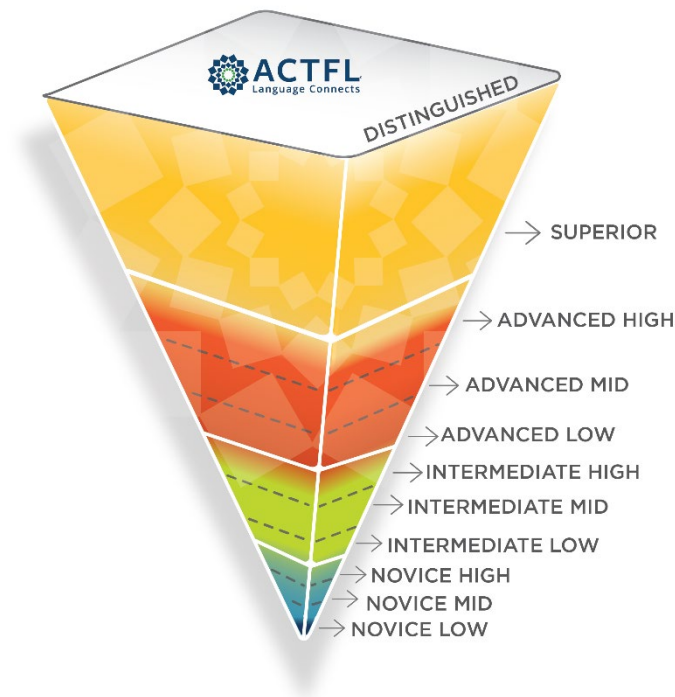
Presentational Performance Indicators

Novice High	Intermediate Low	Intermediate Mid	Intermediate High
Function: I can express my preferences	Function: I can express my preferences and opinions and tell why I feel that way	Function: I can state my viewpoint and give some reasons to support it	Function: I can state my viewpoint and give reasons to support it, often across various time frames
Context: on familiar everyday topics of interest	Context: on familiar, everyday topics of interest	Context: on familiar topics	Context: on familiar or researched topics
Text Type: using simple sentences most of the time	Text Type: creating simple sentences	Text Type: creating sentences and strings of connected sentences	Text Type: creating short paragraphs

3. **Performance Examples** illustrate language performance across the sublevels in a variety of learning contexts (e.g., social, academic across PK-20, immersion, adult) and inform instruction at the lesson or learning activity level.

Presentational Examples

Novice High	Intermediate Low	Intermediate Mid	Intermediate High
I can recommend places to experience a variety of art or music styles.	I can give reasons why an art or music style is appealing to me.	I can give a review of artwork or a song with specific reasons to support my point of view.	I can give a presentation comparing the popularity of art or music festivals I have attended.



How Do Learners and Educators Use the Can-Do Statements?

To Demonstrate Consistency Over Time

Learners demonstrate what they “can do” consistently in each mode and at each sub-level, in numerous situations throughout the learning process. Learners may be at different levels for different modes (Interpretive, Interpersonal, Presentational) or skills (reading, listening, writing, speaking, viewing, signing).

Can-Do Statements are not a checklist of tasks to be demonstrated once and checked off. It is not sufficient for learners to show evidence of performance in just one specific situation; the indicators and examples at each sublevel illustrate how learners might demonstrate skills in each mode of communication through a wide variety of evidence.

To Describe Performance at Each Sublevel

Can-Do Statements describe what learners can independently do at each sublevel and help pave the way to higher levels. Higher level skills and functions (e.g., using time frames, understanding complex texts) need to be introduced at lower sublevels and built upon in order to have independent control of those skills and functions at higher sublevels. Each sublevel includes the abilities of the prior sublevels.

Can-Do Statements are not a limitation of what to learn or teach. Can-Do Statements do not show what to learn or teach at each sublevel; the descriptors show the skills and functions that can be done with full control at that sublevel. Learners should work with authentic cultural materials and real-life scenarios at all levels and sublevels and set goals for how to progress to the next higher level.

To Develop Independent or Curricular Learning Goals

The performance examples include topics that expand across the proficiency continuum, from familiar (daily life, personal experiences, classroom or researched topics) to concrete to abstract. Learners and educators are encouraged to make their own customized “I can . . .” examples to fit the content and context of the learning and the targeted proficiency level.

Can-Do Statement examples are not a prescribed curriculum. The Can-Do Statements include examples of communicative performance to adapt or modify for local curricula; they are not intended to provide ready-made lessons. The examples provided do not claim to be exhaustive or specific to a level of schooling.

To Self-Assess and Evaluate Performance

Learners and educators use the Can-Do statements for self-evaluation to become more aware of what they know and can do in the new language. By using statements aligned to the proficiency scale, educators can more easily create rubrics that enable learners to chart their progress.

Can-Do statements are not used as an instrument for determining a letter or number grade. Growth in acquiring a language is measured over time when tasks are integrated into performance assessments and evaluated using rubrics based on the ACTFL proficiency descriptors.

NCSSFL-ACTFL Can-Do Statements for Intercultural Communication

Introduction

The NCSSFL-ACTFL Can-Do Statements for Intercultural Communication:

- **Provide samples** of how learners can develop and demonstrate their Intercultural Communicative Competence (ICC) through the language they are learning. The extent to which one can fully understand and participate in a culture is related to the level of language proficiency.
- **Apply to a variety of learning and life environments**, such as in elementary school, an immersion class, a high school or college course, independent learning, a study abroad situation, or a work setting.
- **Serve as a framework**, not a curriculum, to integrate language use and intercultural competencies in instruction, making clear the inextricable link between language and culture.
- **Focus on communicative interaction** in another culture, i.e., the ability to communicate and articulate in another language and behave appropriately in that culture.
- **Illustrate with examples** for each proficiency level, paired as complementary activities as learners Investigate and Interact.
- **Support deeper learning by providing an Intercultural Reflection Tool** with sample scenarios across grade levels and proficiency sublevels that show how educators can organize activities for intercultural reflection, both inside the classroom in the focus language and outside the classroom in English or the focus language.
- **Are meant to be used as part of a school-wide program** that includes educator collaboration with other content areas and time for guided learner reflection on their intercultural experiences.

The use of the *NCSSFL-ACTFL Can-Do Statements for Intercultural Communication* can be a first step in the process to simplify the complexities of ICC and provide guidance for educators and learners. Rather than a linear process, ICC is more iterative and interactive, like a mosaic of various cultural experiences informed by self-reflection. Everyone begins at different cognitive, cultural, and linguistic stages and progresses at various rates.

What is Intercultural Communication?

Intercultural communication is a complex activity that combines cross-cultural knowledge and language skills. It involves initiating, understanding, and responding to what is communicated, using culturally appropriate language and behavior in each context.

For the purposes of this document, the term intercultural communication refers only to the use of culturally appropriate verbal and nonverbal skills to build relationships with people of diverse cultures.

Researchers such as Byram (1997, 2002), M.J. and J.M Bennett (2003), Deardorff (2006), and Fantini (2006) agreed that developing Intercultural Communicative Competence is a complex, non-linear process built from an accumulation of cultural knowledge, practices, and social encounters experienced within a variety of cultural contexts. An apt metaphor is a mosaic whose total image is an assemblage of smaller, unique pieces. Each intercultural experience provides an opportunity for interpretation, discovery, interaction, and reflection that motivates learners' curiosity and leads to awareness of self and others.

Because intercultural growth involves elements in the affective domain it can be a challenge, and sometimes impossible, for educators to evaluate learners' progress. Educators can, however, evaluate how well learners' language use demonstrates intercultural competence, given that the extent to which one can fully understand and participate in a culture is related to the level of language proficiency. The *NCSSFL-ACTFL Can-Do Statements for Intercultural Communication* suggest examples that allow for and support these opportunities for intercultural encounters.

The *NCSSFL-ACTFL Can-Do Statements for Intercultural Communication* show the intersection of language proficiency and cultural competence, which do not always align. One individual may possess strong cultural competence yet demonstrate a low level of language proficiency (Figure 1). Another individual may display high language proficiency but minimal cultural competence (Figure 2).

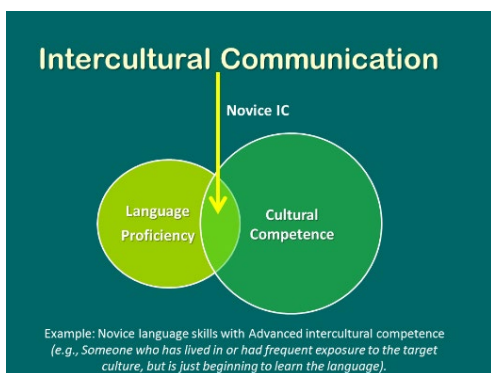


Figure 1

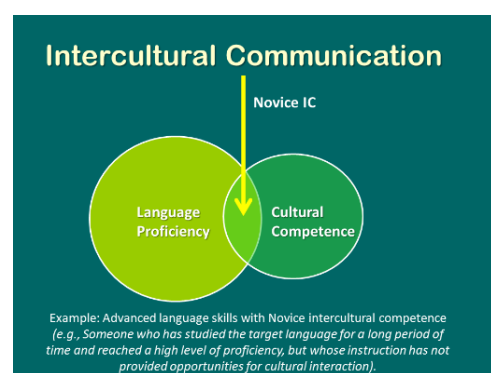


Figure 2

The *NCSSFL-ACTFL Can-Do Statements for Intercultural Communication* focus on the extent to which learners can demonstrate their intercultural competence through verbal and non-verbal communication. These Intercultural Can-Do Statements are aligned with the language Can-Do statements to ensure consistency with the ACTFL Proficiency Guidelines. The statements are intended to depict the linguistic competency from Novice to Distinguished levels of language proficiency across the modes of communication.

Why Use the Intercultural Reflection Tool with the Can-Do Statements?

Using the *NCSSFL-ACTFL Can-Do Statements for Intercultural Communication* for self-assessment, goal setting, and planning for learning is only a first step on the journey to developing Intercultural Communicative Competence (ICC). **Another crucial step is reflection.**

Learners’ awareness and understanding of their own and others’ cultures grow with each new intercultural encounter. They begin to experience how language proficiency can limit or enhance their comfort level and success in these encounters. It takes reflection, however, to process a depth of understanding that develops openness and promotes an examination of values and attitudes, which Byram (1997, 2002), Deardorff (2006) and Fantini (2006) state, that along with knowledge and skills, are the foundation of intercultural competence. Learning to examine and understand behaviors provides a factual base from which stereotypes and misconceptions can be explained and dispelled. To help develop a habit of self-reflection, it is important for learners to pause and withhold judgment when learning about, analyzing, and interpreting cultural products, practices, and perspectives.

The primary focus of language education is to develop language proficiency; however, deep reflection normally occurs in one’s first language. For this reason, the reflective activities in the *Intercultural Reflection Tool* correspond to the Can-Do Statements performance indicators to allow for maximum use of the new/focus language during instructional time and an option for use of English or first language at home for deeper reflection. The framework for these reflective activities involves (Figure 3):

- an introductory in-class activity in the new/focus language;
- a deeper reflection at home in English/home language or in the focus language; and
- a follow-up in-class activity in the new/focus language.

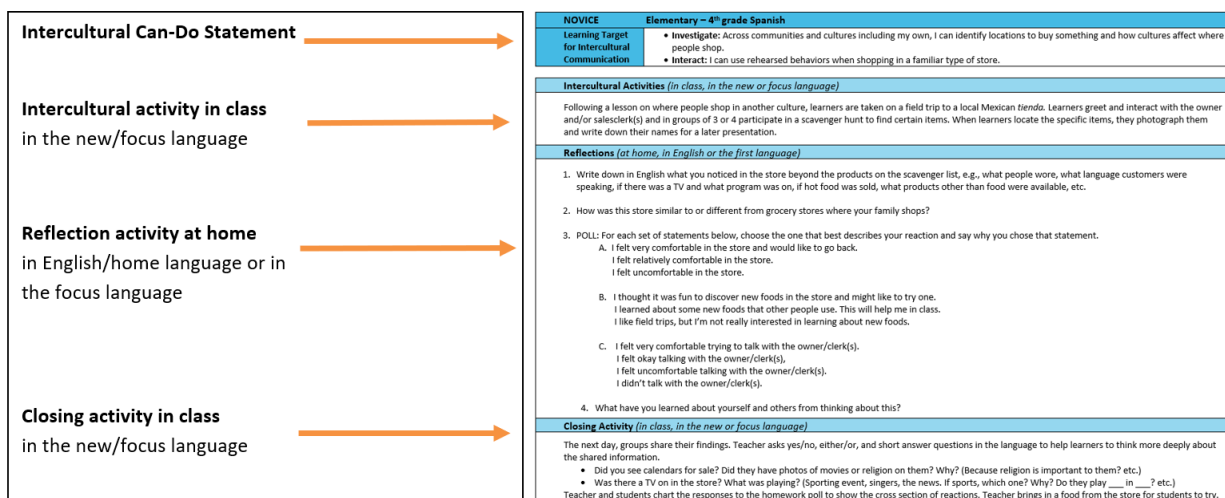


Figure 3.

It is worth noting that the lack of sufficient language proficiency does not prevent the internalization of cultural perspectives, it only hinders the ability to communicate them in the new language. Learners internalize perspectives by reflecting on them and expressing them in their first language before they express those perspectives in the new language. In the early stages of learning a language, learners develop an understanding of products and practices, while internalizing the perspectives associated with them. Later, as their language proficiency grows, learners are able to express and apply their knowledge of perspectives in intercultural contexts.

The development of cognitive and affective skills is a factor in intercultural reflection and growth. Young learners need guided experience and can benefit from parental or caregiver involvement at home. **Observing, noticing, discovering, comparing, considering, thinking, and higher-level skills such as recommending, planning, hypothesizing, and creating** are among the cognitive acts associated with reflection and are vital to the evolution of attitudes. Affective components such as **receiving, feeling, imagining, valuing, appreciating, and preferring** need to be considered, as they, too, play an important role in the reflective process.

The accumulation of individual experiences and the quality of reflection on those experiences pave the path to growth in ICC. The world language classroom provides a prime environment for nurturing these dispositions and skills, crucial to whole child development. However, it should not be the sole responsibility of language educators to develop a learner's ICC. Educators across content areas can collaborate and partner with outside organizations to build a more extensive and integrated schoolwide ICC program.

What are the Theoretical Frameworks and Research?

Too often learners are seen as subjects of assessment, not users of assessments. To become the primary users of assessment information, learners must make what they learn part of themselves. One important means for involving learners in their own learning process is by having them participate in a goal setting process to monitor their own progress to determine how well they are accomplishing their learning targets. Learning goals form the foundation for motivation in an instructional setting and for where working memory is being allocated. Motivation is critical to learning because, “without sufficient motivation even the brightest learners are unlikely to persist long enough to attain any really useful language” (Dörnyei, 2010, p. 74). It is vital to understand motivation in order to promote learner autonomy, which is key to the continuation of language learning beyond the classroom.

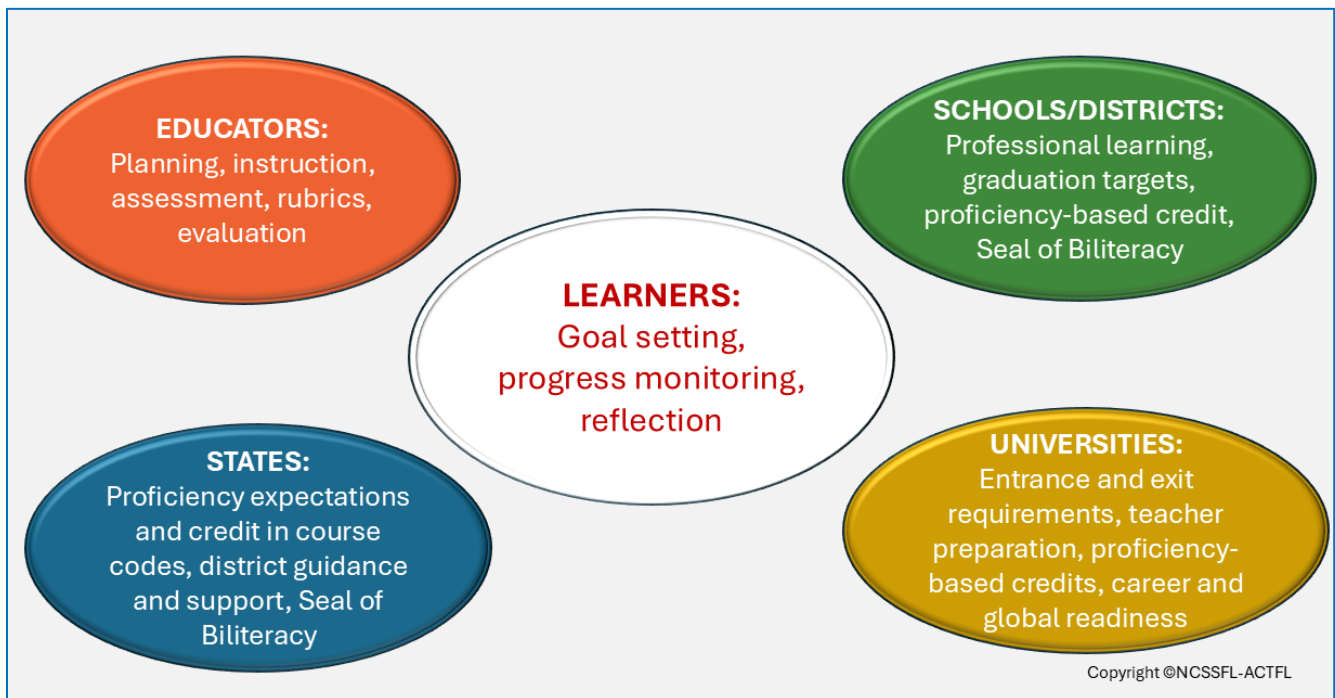
Learning targets, expressed in terms of Can-Do Statements, provide an important venue for setting learning goals to provide language learners with the opportunity to take responsibility for their own learning through the establishment of positive short-and long-term learning goals and to monitor their own learning experiences to ensure accomplishment of these goals. SMART (specific, measurable, achievable, relevant, time bound) goals, such as the Can-Do Statements, provide a clear direction to focus learners' language learning efforts that will help them meet these goals. Such a constructivist, or sociocultural worldview, regards learning as an ongoing process where learners are continually involved in self-assessment and self-reflection about their own learning, aimed at developing self-regulation and self-efficacy.

The impact on learners and learner achievement of Can-Do Statements, as evidenced in LinguaFolio® (LF®) and its European predecessor, the European Language Portfolio (ELP), has been investigated through a growing body of research. LinguaFolio® was designed to help language

educators develop autonomous learning and learner empowerment. Research at the classroom level has revealed that goal setting, which is at the heart of LF[®] and ELP, promotes self-regulated learning, increases language and academic achievement, enhances motivation and task value, and improves self-assessment when implemented regularly and frequently (Burton & Swain, 2014; Ciesielkiewicz & Coca, 2013; Little, 2009; Little, 2003; Little, Goullier, & Hughes, 2011; Moeller, Theiler, & Wu, 2012; Ziegler, 2014; Ziegler & Moeller, 2012; Clarke, 2013; Moeller & Yu, 2015). Learners who experienced LF[®] as an intervention in the world language classroom achieved higher academic outcomes as measured by cumulative GPA and ACT scores in math, science, reading, and English in comparison to students who were not exposed to LF[®] (Clarke, 2013).

These studies have shown that the major components of setting goals, documenting progress, and self-assessment of learning are critical in developing learner autonomy and self-regulation in language learners that contribute to increased motivation, higher language achievement, and academic success.

How do the Can-Do Statements Support Language Programs?



NCSSFL-ACTFL CAN-DO STATEMENTS

GLOSSARY OF KEY TERMS

Term	Explanation	Examples
Authentic texts and media	<p>The Interpretive Can-Do Statements describe learner performance when accessing a variety of authentic texts and media across cultures for reading, viewing, and listening, beginning at Novice Low. Early exposure to cultural materials is essential for developing intercultural communicative competence for all learners.</p> <p>In the context of the Interpretive Can-Do Statements, <i>authentic texts</i> indicate print, digital, or media materials created by members of a language and culture group for members of the same language and culture group, and which learners would encounter beyond the classroom or learning environment.</p> <p>Educators also incorporate a variety of high-quality materials and strategies that help learners achieve their goals for Interpretive Communication, which might include textbooks, readers, or teacher-created materials that serve as a scaffold or bridge to accessing authentic materials at every level.</p>	<p>Novice Level Resources</p> <p><i>Titles (job, film, book, song)</i> <i>Headlines or lists</i> <i>Signage, posters, flyers</i> <i>Stories or poetry excerpts</i> <i>Simple lyrics</i> <i>Social media posts</i> <i>Commercials or ads</i> <i>Commerce websites</i> <i>Organization websites</i> <i>Education websites</i> <i>Tourism websites</i> <i>Simple infographics</i> <i>Maps (heat, geography)</i> <i>Reports (weather, census)</i> <i>Step-by-step instructions</i> <i>Museum online exhibits</i> <i>Receipts or bills</i> <i>Games or gaming</i> <i>Genealogy charts</i></p>
Connected Sentences	<p>A series of sentences that logically build on each other to share an idea. They are beyond the level of simple sentences but do not yet have the organizational structure of a full paragraph, such as an introduction and conclusion.</p>	<p><i>I work in an office, and I help customers every day.</i> <i>Usually, I answer emails and phone calls. When the office is busy, I feel stressed, but I like my job.</i></p>
Everyday	<p>Everyday contexts are those in which learners have knowledge of words, content, or contexts related to their daily life, interests, or community.</p>	<p><i>Meals and eating habits</i> <i>Transportation options</i> <i>Housing and daily routines</i></p>
Familiar	<p>Familiar contexts are those in which learners have been exposed to language and content related to a specific topic or focus that may be new or unfamiliar. This new knowledge can also serve as background knowledge for future learning.</p>	<p><i>Environmental actions</i> <i>Culture-specific celebration</i> <i>Food sources or agriculture</i> <i>Arts, music, and literature</i> <i>Social norms and etiquette</i></p>
Infer meaning	<p>Use background knowledge, literacy skills, or literary devices to make meaning or understand content, nuance, tone, purpose, etc.</p>	<p><i>Cognates, context clues, background knowledge, word families, alliteration, juxtaposition, symbolism</i></p>

Term	Explanation	Examples
Intercultural Communicative Competence (ICC)	ICC refers to the ability to interact effectively and appropriately with people across language and cultural backgrounds. ICC develops as the result of a process of intentional goal setting and self-reflection around language and cultures and involves attitudinal changes toward one’s own and other cultures. ICC is essential for establishing effective, positive relationships across cultures, which is essential in a global society.	<i>Observing, noticing, discovering, comparing, considering, thinking, recommending, planning, hypothesizing, feeling, creating, receiving, valuing, imagining, appreciating, preferring</i>
Intercultural Investigation: <i>Identify</i> <i>Compare</i> <i>Explain</i> <i>Analyze</i> <i>Evaluate</i>	<p>Identify: to notice, recognize, name, or list products and practices to help understand perspectives.</p> <p>Compare: to look at products and practices side by side and describe their relationship in an organized way to help understand perspectives.</p> <p>Explain: to describe and elaborate on the reasons for how products and practices are related to perspectives.</p> <p>Analyze: to examine how products, practices, and perspectives fit together or influence each other based on patterns, structures, or causes.</p> <p>Evaluate: to assess the impact of the relationship between products, practices, and perspectives using criteria, viewpoints, or other evidence to support reasoning.</p>	<p>Landmarks/Monuments</p> <p><i>Identify: List familiar landmarks and monuments and what they represent to people.</i></p> <p><i>Compare: Describe events and beliefs that drive the creation of a monument or the popularity of a landmark.</i></p> <p><i>Explain: Describe the relationship of landmarks and monuments to cultural values, attitudes, or beliefs.</i></p> <p><i>Analyze: Examine the changes in the significance of landmarks and monuments over time and the feelings or emotions evoked by those who live in the culture.</i></p> <p><i>Evaluate: Assess the cultural capital of landmarks and monuments from different viewpoints.</i></p>

Term	Explanation	Examples
Literacy Skills	<p>Learners bring prior skills and experiences to making and sharing meaning when acquiring a new language. These include reading, writing, speaking, listening, viewing, and signing skills across all three modes of intercultural communication. Factors that impact how well learners understand texts and produce language include:</p> <ul style="list-style-type: none"> • text complexity and length • familiarity with the topic and background knowledge • existing and developing literacy skills and strategies 	<p><i>Recognize key words</i> <i>Detect the main idea</i> <i>Identify supporting details</i> <i>Use self-questioning to monitor understanding</i> <i>Note organizational features</i> <i>Guess meaning from context</i> <i>Make logical inferences</i> <i>Identify the author’s purpose</i> <i>Identify cultural perspectives and norms</i> <i>Make personal and text-to-text connections</i></p>
Paragraph	<p>A group of related sentences that develop a single main idea in a clear, organized way and that goes beyond simple or connected sentences.</p>	<p><i>Includes a focus topic, introduction, supporting details, conclusion, and logical connections</i></p>
Performance vs Proficiency	<p>Performance refers to what an individual can do within familiar contexts and content areas, using language functions, structures, and vocabulary that have been learned and practiced in a learning or instructional context.</p> <p>Proficiency refers to what an individual can do regardless of the setting, or where, when, and how the language was learned. Proficiency describes an individual’s ability to use the language in all types of situations about topics that may or may not be familiar and in contexts that may or may not have been encountered previously.</p>	<p><i>Performance: A learner explains local transportation options in a francophone city using vocabulary and structures practiced during a unit on travel.</i></p> <p><i>Proficiency: A traveler in a francophone city missed their train connection and must negotiate with the station manager for an alternative method of transportation.</i></p>
Straightforward Texts or Media	<p>Texts or media that have a clear structure (beginning, middle, end); logical flow with clear transitions; consistent formatting; and/or clear and concise language.</p>	<p><i>An infographic with images, bullets, and brief phrases or sentences.</i></p>

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