

Foundations of the NCSSFL-ACTFL Can-Do Statements

Workshop Description:

The NCSSFL-ACTFL Can-Do Statements capture the key elements of proficiency to guide educators as they design tasks for learning or assessing language performance and to guide learners as they monitor their progress along the proficiency continuum. Unwrap the components of the NCSSFL-ACTFL Can-Do Statements and discover how they are connected, linking language and culture. Identify specific strategies to help learners develop and apply what they need to raise their language performance to a higher level. Support your learners by focusing on what they *can do*!

Learning Objectives:

Upon completion of this workshop:

- I can describe how the components of the NCSSFL-ACTFL Can-Do Statements are connected and help to focus language learning for educators and learners
- I can identify the language functions and communication strategies learners need to develop in order to move along the proficiency continuum (Novice to Intermediate to Advanced and beyond)
- I can plan ways to use the Can-Do Statements to help my learners improve their language performance
- I can identify implications of Can-Do Statements for my instruction and assessment of language learning

Workshop Agenda (3.5 hours):

Section and Time	Focus Question and Content
Focus Our Learning 5 min.	Welcome! We will review the day's agenda and establish meeting norms.
Section 1 30 min.	Focus Question: How do the NCSSFL-ACTFL Can-Do Statements focus language learning? <ul style="list-style-type: none"> • Plan for language learning with the mindset of "lead with culture and language will follow" • Explore how we develop interculturality • Examine the organization of the NCSSFL-ACTFL Can-Do Statements, connecting Intercultural Communication with Interpretive, Interpersonal, and Presentational Communication
Section 2a 55 min.	Focus Question: How is the roadmap to proficiency captured in the NCSSFL-ACTFL Can-Do Statements? <ul style="list-style-type: none"> • Examine the organization of the Can-Do Statements and the link with the components of proficiency • Break down each Mode of Communication with the Can-Do Statements, identifying FUNCTIONS, CONTENT and CONTEXT, TEXT TYPE, and any COMMUNICATION STRATEGIES in sample units targeting Novice, Intermediate, and Advanced ranges of performance • Small Group Activity: Use the Can-Do Statements' PROFICIENCY BENCHMARKS to adapt an Interpersonal task targeting the Advanced level to be appropriate for Novice and Intermediate levels
15 min.	BREAK
Section 2b 25 min.	Focus Question: How is the roadmap to proficiency captured in the NCSSFL-ACTFL Can-Do Statements?

	<ul style="list-style-type: none"> • Small Group Activity: Use the Can-Do Statements' PERFORMANCE INDICATORS to analyze how one mode develops along the proficiency continuum from Novice Low to Advanced Low • Examine the Can-Do Statements' EXAMPLES as illustrations of the components of proficiency for that level
<p>Section 3</p> <p>55 min.</p>	<p>Focus Question: How do the Can-Do Statements' Performance Indicators help me identify what learners need to develop in order to reach higher levels?</p> <ul style="list-style-type: none"> • Identify the key strategies that learners need to develop and practice in order to “grow” along the proficiency continuum as described in the Can-Do Statements • Walk through the process to create customized Can-Do Statements for each mode, to guide learners to higher levels of proficiency in a unit • Individual or Small Group Activity: Identify the level targeted for a sample of Interpersonal tasks • Small Group Activity: For one Mode of Communication and for an identified unit, customize Can-Do Statements for two different proficiency levels; envision what you will do to support learners to achieve the customized Can-Do Statements with specific tasks
<p>Consolidate Our Learning</p> <p>15 min.</p>	<p>Focus Question: What are the implications of Can-Do Statements for my instruction and assessment?</p> <ul style="list-style-type: none"> • Small Group Activity: Share strategies to guide learners from Novice to Intermediate and from Intermediate toward Advanced levels of performance • Individual Reflection: Reflect on conscious actions to take to develop learners' performance along the continuum of the Can-Do Statements
<p>10 min.</p>	<p>Q&A Time</p>