* LOOK WHAT YOU’VE DONE!

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Fifth Annual Workshop for Language Teachers and Learners
Stony Brook University
ACTFL CAN-DO STATEMENTS

“The goal for all language learners is to develop a functional use of another language for one’s personal purposes and contexts.”

* Interpersonal Communication (Person-to-Person)
* Presentational Speaking (Spoken Production)
* Presentational Writing (Written Production)
* Interpretive Listening
* Interpretive Reading

Can be used to:
* Set goals
* Select strategies
* Assess learning
* Provide evidence
* Reflect on performance before advancing
Presentational Writing

NOVICE LOW
I can copy some familiar words, characters, or phrases.

☐ I can copy the letters of the alphabet.
☐ I can copy the characters that I am learning.
☐ I can copy a simple phrase like “Happy Birthday,” “Happy Holidays,” etc.
☐ I can ____________________________

I can write words and phrases that I have learned.

☐ I can write my name, home address, and my email address.
☐ I can write numbers such as my phone number.
☐ I can write the date and the day of the week.
☐ I can write the months and seasons.
☐ I can ____________________________

NOVICE MID
I can write lists and memorized phrases on familiar topics.

I can fill out a simple form with some basic personal information.

☐ I can fill out a form with my name, address, phone number, birth date, and nationality.
☐ I can complete a simple online form.
☐ I can fill out a simple schedule.
☐ I can ____________________________

I can write about myself using learned phrases and memorized expressions.

☐ I can list my likes and dislikes such as favorite subjects, sports, or free-time activities.
☐ I can list my family members, their ages, their relationships to me, and what they like to do.
☐ I can list my classes and tell what time they start and end.
☐ I can write simple statements about where I live.
☐ I can ____________________________

I can list my daily activities and write lists that help me in my day-to-day life.

☐ I can label activities and their times in my daily schedule.
☐ I can write about what I do on the weekends.
☐ I can write a to-do list.
☐ I can write a shopping list.
☐ I can ____________________________

I can write notes about something I have learned using lists, phrases, and memorized expressions.

☐ I can list the main cities of a specific country.
☐ I can write the phrases and memorized expressions connected with holiday wishes and celebrations in a specific country.
☐ I can create a list of topics or categories using vocabulary I have learned.
☐ I can write something I hear or have heard such as simple information in a phone message or a classroom activity.
☐ I can ____________________________
NOVICE HIGH

I can write short messages and notes on familiar topics related to everyday life.

I can write information about my daily life in a letter, blog, discussion board, or email message.
- I can introduce myself.
- I can describe my family and friends.
- I can describe my school.
- I can describe where I work and what I do.
- I can

I can write short notes using phrases and simple sentences.
- I can write a postcard message.
- I can write a special occasion message such as a birthday or congratulatory note.
- I can write a short announcement, invitation, or thank-you note.
- I can

I can write about a familiar experience or event using practiced material.
- I can write what I do in class or at work.
- I can write what happens after school or during the weekend.
- I can write about a website, a field trip, or an activity that I participated in.
- I can

I can write basic information about things I have learned.
- I can write up a simple process like a science experiment.
- I can write about a topic from a lesson using pictures or photos.
- I can write about something I learned online, in a class, at work, or in the community.
- I can

I can ask for information in writing.
- I can request resources like brochures or posted information.
- I can request an appointment with a classmate, teacher, or colleague.
- I can request an application for a job, membership in a club, or admission to a school or program.
- I can
INTERMEDIATE LOW

I can write briefly about most familiar topics and present information using a series of simple sentences.

I can write about people, activities, events, and experiences.
- I can describe the physical appearance and personality of a friend or family member.
- I can write about a school, workplace, famous place, or place I have visited.
- I can write about a holiday, vacation, or a typical celebration.
- I can write about something I have learned.
- I can write about what I plan to do next in my life.
- I can ____________________________

I can prepare materials for a presentation.
- I can write out a draft of a presentation that I plan to present orally.
- I can write an outline of a project or presentation.
- I can write notes for a speech.
- I can ____________________________

I can write about topics of interest.
- I can write about a movie or a television show that I like.
- I can write about a famous athlete, celebrity, or historical figure.
- I can write a brief explanation of a proverb or nursery rhyme.
- I can write a simple poem.
- I can ____________________________

I can write basic instructions on how to make or do something.
- I can write the rules of a game.
- I can write about how to prepare something simple to eat.
- I can write about a simple routine, like getting lunch in the cafeteria.
- I can write simple directions to a nearby location or to an online resource.
- I can ____________________________

I can write questions to obtain information.
- I can post a question for discussion or reflection.
- I can develop a simple questionnaire or survey.
- I can ____________________________
Intermediate Mid
I can write messages and announcements.
- I can write a message to explain or clarify something.
- I can write about common events and daily routines.
- I can write an autobiographical statement for a contest, study abroad or other special program, or job application.
- I can write an invitation or flyer about an event I am planning.
- I can ________________

I can write short reports about something I have learned or researched.
- I can write a short article on a current event.
- I can write about an academic subject, such as science, math, art, etc.
- I can write the minutes or a debrief from a club or other meeting.
- I can ________________

Intermediate High
I can write about school and academic topics.
- I can write a simple summary about something I have learned.
- I can write a series of steps needed to complete a task, such as for an experiment.
- I can prepare notes for someone who was absent from class or school.
- I can write the content for a multi-media presentation, a handout, a synopsis, etc.
- I can ________________

I can write about work and career topics.
- I can write a simple summary about an assignment or task that I’ve been asked to do.
- I can document the series of steps needed to complete a task or project.
- I can prepare notes for someone who is new or has been absent from a project, team, or work meeting.
- I can draft a work plan.
- I can write the content for a multi-media presentation, a handout, a synopsis, etc.
- I can ________________

I can compose communications for public distribution.
- I can create a flyer for an upcoming event at my school or at work.
- I can write a review of a movie, book, play, exhibit, etc.
- I can post an entry to a blog or a discussion forum.
- I can compose a simple letter, response, or article for a publication.
- I can ________________

I can contribute to a school or work publication.
- I can ________________

I can write about community topics and events.
- I can write the content for a multi-media presentation, a handout, a synopsis, etc.
- I can write the series of steps needed to complete a task, such as for a community event or a fund raiser.
- I can summarize what has been happening in the community for someone who is new or has been away.
- I can ________________

I can write about an entertainment or social event.
- I can summarize a conversation or interview that I had with someone.
- I can describe an event that I participated in or witnessed.
- I can write a brief summary of the plot of a movie or an episode of a TV show.
- I can ________________
PUSHING THE ENVELOPE…

Promote creativity

Allow for mistakes

Use peer correction

Go for Excellence, not Perfection

Give choices allowing for individual differences and interests
Hallowe’en Project

Choose ONE of the following formats to create a short Halloween project using the vocabulary attached:

a) create a WORD POEM
b) write a conventional poem
c) create a CALLIGRAMME -
d) write a short story paragraph
Mal
donne peur
un créature anormal
Sanglant
on trouve dans les labos
porte des costumes laids
je n’aime pas ces créatures
un
Feu-Follet
arrive à
rendre
les enfants
effrayés. Il a
de grands yeux et
des dents pointues.

Il a un sourire de maléfice.

Il est rouge et à l'intérieur,
des endroits qu'occupent les sorcières,
et les fantômes viennent à. Quand il fait nuit,
yous pouvez voir le sourire de lion. Quand
les enfants viennent, le sourire se déplace. Il reste tour-
mente la
nuit d'Halloween.

le main le feu Follet disparaît. L'année
prochaine, il reviendra pour effrayer les enfants à nouveau.
Dans la nuit, il est terrible comptes!

Il est valent ensemble.
Regardez dans le noir
Un loup-garou attend
Il a faim et soif
Il va trouver une victime
Est-ce que c’est vous ?
Est-ce que c’est votre famille ?
Est-ce que c’est un ami ?
Ne sortez pas !
C’est trop dangereux !
J'habite une jolie et vieille maison. J'habite seule avec mes six chats. Tous les chats sont noirs et ils ont les yeux verts. Ils s'appellent Fantôme, Momie, Diable, Squelette, Vampire et Zombie. Nous avons de fun toujours. La Toussaint c'est mon anniversaire. C'est bon parce que je suis...

**une sorcière!**

**Voici ma maison:**

![Image of a haunted house](image1.png)

**Voici mes chats:**

![Image of Momie and Zombie](image2.png)

Momie et Zombie

![Image of Diable, Squelette, Vampire and Fantôme](image3.png)

Diable, Squelette, Vampire et Fantôme
Final dossier:
- Personal identification papers
- Documents of family belongings
- Professional documents
- Want-Ad
- Photos
Palavas-les-Flots, Montpellier

EXTRAIT D'ACTE DE NAISSANCE

Date : 1er janvier 1919

Nommé : Delphine

Les parents sont : Raymond et Marie Carmouet

Signature :

L'OFFICIEL D'ÉTAT CIVIL

10 FEBVRIER 1989
Chez Delphine

Boutique de Souvenirs
14 Rue de la Coursière
75009 Paris

23.01.01 18:48
Sous-Directeur Nécessaire

Je suis propriétaire et grand créateur de Chez Delphine. Je cherche d'un sous-directeur pour ma boutique. Le candidat doit avoir de l'expérience de direction précédente et une passion pour la mode. C'est nécessaire d'être ambitieux, avenant et enthousiaste pour gagner ce poste. Pour plus d'informations, s'il vous plaît téléphoner au numéro ci-dessous ou passer par la boutique!

6 Rue de la Carisane, 83 48 04 98 48
75004 Paris, France
République Française  
Liberté - Égalité - Fraternité  

**Lyons**  
**Acte de Naissance**  

<table>
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<th>Nom d'enfant</th>
<th>Léonie Mercier</th>
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<tr>
<td>Date de naissance</td>
<td>Le deuxième de mars, mille neuf cent soixante-dix</td>
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<td>Sexe</td>
<td>femelle</td>
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<th>Nom de Mère</th>
<th>Helene Renaud Mercier</th>
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<tr>
<td>Métier</td>
<td>Secrétaire</td>
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<td>Date de naissance</td>
<td>Le septième de juillet, mille neuf cent quarante trois</td>
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<table>
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<tr>
<th>Nom de Père</th>
<th>Augustin Mercier</th>
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</thead>
<tbody>
<tr>
<td>Métier</td>
<td>Ingénieur</td>
</tr>
<tr>
<td>Date de naissance</td>
<td>Le premier de septembre, mille neuf cent quarante</td>
</tr>
</tbody>
</table>

à Lyons  
4 Mars, 1970
Cher Journal,

Aujourd'hui j'ai regardé un film qui s'appelle “Merveilleusement Gris”. C'est très intéressant, mais un peu bizarre. La chanson thème va très bien avec le film, parce que chaque ligne décrit un moment du film. C'est effrayant, mais un peu humoristique, aussi. Il est ironique que cette sombre histoire a une chanson amusante. Aussi, l'histoire est ironique parce que le chien était déjà mort!
05.11.2014

J'ai reçu cette carte pour mon anniversaire. Ma sœur,
Caroline, qui est une actrice et voyage maintenant pour son métier, a
envoyé la carte à moi. Moi et ma sœur, nous sommes des sœurs
proches, et nous sommes tristes que nous ne puissions pas être ensemble
pour la fête de mon anniversaire. Maintenant, Lucie, ma nièce, la
fille de Caroline, reste avec Léonie et mon mari à Paris. Pendant ce
temps, Caroline voyage à travers de l'Asie pour filmer un film.
Quand Caroline finit filmer son film en décembre, elle va retourner à
Paris, avec son mari (qui est le réalisateur du film), et Lucie
habitera, avec eux. Pour le moment, moi et Caroline, nous restons en
contact avec des cartes, comme celle-ci.
Aujourd'hui c'est mon premier jour de l'université. Je suis étudiante d'ingénierie dans la Sorbonne. On est seulement trois filles dans la classe et soixante-trois hommes mais je sais que ce n'est pas normal qu'une jeune fille étudie et moins un ingénierie mais je me suis efforcé beaucoup pour étudier dans cette université. Grâce à ma mère et sa boutique je peux étudier à Paris, elle est une des coutiers plus connus à Bordeaux. Elle voulait que je continue avec sa boutique mais je ne suis pas intéressée dans ce future tandis que ma sœur coud très bien et en plus elle sait dessiner des vêtements. La première photo c'est la librairie où j'ai achetés mes livres ce matin et l'autre c'est la Sorbonne. Tous les étudiants prennent un verre en face de l'université jusqu'à son prochain cours.
Mon actuelle personnalité:

Une vieille femme qui habite au 14 appartement au Boulevard Henri IV à Paris....
C. Ici, j’ai une pancarte dont je pense que la France doit prendre en considération. C’est une pancarte pour l’égalité des droits humaines.

“NOUS SOMMES tous Nées égaux”
Interpretive Reading

NOVICE LOW
I can recognize a few letters or characters. I can identify a few memorized words and phrases when I read.

I can recognize a few letters or characters.
- I can alphabetize a few names or words.
- I can match a character in a headline to a supporting visual.
- I can

I can connect some words, phrases, or characters to their meanings.
- I can recognize some cities on a map.
- I can identify some menu items.
- I can

NOVICE MID
I can recognize some letters or characters. I can understand some learned or memorized words and phrases when I read.

I can recognize words, phrases, and characters with the help of visuals.
- I can recognize entrance and exit signs.
- I can identify family member words on a family tree.
- I can identify healthy nutritional categories.
- I can identify the simple labels on a science-related graph.
- I can

I can recognize words, phrases, and characters when I associate them with things I already know.
- I can check off words or phrases on a to-do list, grocery list, or scavenger hunt list.
- I can identify labeled aisles in a supermarket.
- I can choose a restaurant from an online list of local eateries.
- I can identify scores from sports teams because I recognize team names and logos.
- I can identify artists, titles, and music genres from iTunes.
- I can identify the names of classes and instructors in a school schedule.
- I can
INTERMEDIATE MID
I can understand the main idea of texts related to everyday life and personal interests or studies.

- I can understand simple personal questions.
  - I can understand the questions asked on a career preference survey.
  - I can understand what is asked for on a simple, popular magazine questionnaire.
  - I can understand the personal questions to complete a profile on a social media site.
  - I can

- I can understand basic information in ads, announcements, and other simple texts.
  - I can understand the information in birth and wedding announcements.
  - I can understand the information in sales ads.
  - I can understand basic information on travel brochures.
  - I can understand basic information on food labels.
  - I can

INTERMEDIATE HIGH
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.

- I can understand accounts of personal events or experiences.
  - I can understand information about an upcoming excursion, such as a class trip or company event.
  - I can understand a friend's postcard describing a family vacation.
  - I can understand descriptions of a Peace Corps volunteer's daily life.
  - I can

- I can sometimes follow short, written instructions when supported by visuals.
  - I can follow the instructions to use an ATM.
  - I can follow the instructions to make an online purchase.
  - I can follow simple directions to do an experiment in a science class.
  - I can understand the basic instructions for playing a video game.
  - I can

- I can understand the main idea of and a few supporting facts about famous people and historic events.
  - I can read a short summary of a historical figure's accomplishments.
  - I can understand the main idea and a few supporting facts about a scientific discovery from a summarized description.
  - I can
• Create a book that would be fitting in the context of your character.

• Read 3 other books and write a Book Review for the local paper indicating which one you consider the best and why. Encourage readers to buy the book or download it.
Enjoy seeing how much your students CAN DO!