



# New York State Seal of Biliteracy (NYSSB) Sample Rubric for the Culminating Project and Presentation – Classical Languages



*General guidelines for the Culminating Project & Panel Presentation:*

1. For the purpose of the NYSSB, classical language students are evaluated on their Interpretive Reading skills. Most commonly, students pursuing the NYSSB in a classical language will prepare an analysis of an authentic text written in the language being assessed and will present such analysis in English to the panel of reviewers.
2. This rubric has three parts:
  - a. The interpretive section used to evaluate the student’s Interpretive Reading skills in the classical language;
  - b. The interpersonal section used to evaluate the student’s Interpersonal Speaking skills in English during the panel interview following the presentation; and
  - c. The presentational section used to evaluate the student’s Presentational Speaking skills in English during the presentation.
3. Students should be assessed by a panel of reviewers consisting of two or more adults who are qualified speakers of the language being assessed.
  - a. The student’s current teacher should not be the sole reviewer of the project and presentation.
  - b. While schools are encouraged to recruit community members to serve on the panel of reviewers, evaluators should not be related to the student.
  - c. If there is only one adult speaker of the classical language in a district, the panel can consist of fewer reviewers. Every effort should be made by the school to secure two adult speakers of the classical language for the panel.

<b>Culminating Project Scoring Sheet</b>
<b>Student Name:</b>
<b>Language being assessed:</b>
<b>Overall assessment:</b>
<b>Assessment completed by (name, title):</b>
<b>Date:</b>



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**Standard 1: Interpretive Communication** – *Learners understand, interpret, and analyze what is heard, read, received, or viewed on a variety of topics, drawing on a range of diverse texts, including authentic resources. The target performance level of Intermediate High in the classical language required to earn the NYSSB is shaded below.*

Essential Question	PERFORMANCE INDICATORS					
	INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH	ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
<b><i>What can I understand, interpret, or analyze in authentic texts*?</i></b>	I can identify the topic / main idea and related information from simple sentences in short texts.	I can understand the main idea and key information in short, straightforward texts.	I can usually follow the main message / idea / flow of events in various time frames in straightforward, paragraph-length texts.	I can identify the main and underlying messages and some supporting details across major time frames in texts.	I can understand the main and underlying messages and most supporting details across major time frames in texts.	I can follow the flow of ideas and infer meaning, including nuances and viewpoints, from complex language on unfamiliar, abstract topics within texts.

*\*An authentic text in classical languages is one that was written during an earlier period of human history **by and for** native speakers of the classical language. Students pursuing the Seal in a classical language are assessed on interpretive reading in the classical language, and in English for the other modes of communication.*

**Proficiency in Interpretive Reading:** \_\_\_\_\_

**Notes:**



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**STANDARD 2: Presentational Communication** – *Learners present information and ideas on a variety of topics adapted to various audiences of listeners, readers or viewers to describe, inform, narrate, explain, or persuade. The target performance level of Intermediate High required in English to earn the NYSSB is shaded below.*

Essential Question	PERFORMANCE INDICATORS					
	INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH	ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
<p><b>How can I present information:</b></p> <ul style="list-style-type: none"> <li>• <b>to inform, describe, or explain;</b></li> <li>• <b>to give a preference, opinion or persuasive argument; and</b></li> <li>• <b>to narrate about my life, experiences, and events?</b></li> </ul>	I can present information and express and support preferences on familiar and everyday topics, using simple sentences.	I can give straightforward presentations and state and support viewpoints on a variety of familiar topics and some concrete and researched topics, using sentences and series of connected sentences.	I can give detailed presentations and state and support viewpoints on a variety of familiar topics and some concrete and researched topics, using a few short paragraphs, often across various time frames.	I can deliver presentations and state viewpoints with supporting evidence on some concrete, academic, social, and professional topics of interest, using paragraphs across major time frames.	I can deliver detailed presentations and present arguments with supporting evidence on a variety of concrete, academic, social, and professional topics of interest, using organized paragraphs across major time frames.	I can deliver cohesive presentations, present clear and accurate arguments with supporting evidence, and give complex and detailed narrations on a variety of complex, concrete, and abstract topics related to community interests and some specialized fields, and often deal with related issues hypothetically.

Proficiency in Presentational Speaking: \_\_\_\_\_

Proficiency in Presentational Writing: \_\_\_\_\_

Notes:



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**STANDARD 3: Interpersonal Communication** – *Learners interact and negotiate meaning in spoken, visual, or written conversations to exchange information and express feelings, preferences, and opinions. The target performance level of Intermediate High required in English to earn the NYSSB is shaded below.*

Essential Question	PERFORMANCE INDICATORS					
	INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH	ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
<b><i>How can I exchange Information and ideas in conversations, including expressing, reacting to, and supporting preferences and opinions to address situations?</i></b>	I can interact with others to request and provide information and express, ask about, and react with some details to preferences, feelings, or opinions in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions.	I can interact with others to exchange information, preferences, feelings, or opinions in conversations on a variety of familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions.	I can interact with others to exchange information, preferences, feelings, or opinions in conversations and some discussions, sometimes involving a complication, on a variety of familiar and some concrete and researched topics, using connected sentences that may combine to form paragraphs and ask a variety of questions, often across various time frames.	I can interact and negotiate with others to exchange information and ideas, provide explanations and comparisons of preferences and opinions, and maintain conversations that may involve an unexpected complication on a variety of familiar, concrete, academic and social topics, using a few simple paragraphs across major time frames.	I can interact and negotiate with others to exchange information and ideas, provide explanations and comparisons of preferences and opinions, and maintain extended conversations on a wide variety of topics of interest (familiar, unfamiliar, concrete, and sometimes academic, social or professional), by asking probing questions and providing detailed responses across major time frames.	I can interact, negotiate, discuss, support, and sometimes debate a wide variety of topics (complex, concrete, abstract, academic, social, professional, and generally unfamiliar) and often address hypothetical issues, to possibly resolve an unexpected complication, using precise questions and explanations.

**Proficiency in Interpersonal Speaking and Listening Reading:** \_\_\_\_\_

**Notes:**