



New York State Seal of Biliteracy (NYSSB) Sample Rubric for the Culminating Project and Presentation – Modern Languages (Category 3-4)



General guidelines for the Culminating Project & Panel Presentation:

1. Students may be evaluated holistically on the three communication standards (interpretive, interpersonal, presentational).
2. This rubric may be used to evaluate both the project itself (scholarly essay, portfolio) as well as the oral presentation of the project to the panel.
 - a. The Interpretive mode may be evaluated prior to the presentation by the classroom teacher or project advisor.
 - b. The Interpersonal and Presentational modes are evaluated at the time of the presentation of the project.
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 the presentation is given in a low-incidence language or if there is only one adult speaker of the 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 language.
 - d. The entire presentation and panel interview must take place in the language being assessed.
4. Students, especially English Language Learners and Heritage Language Speakers, may represent all parts of the world and therefore may exhibit significant linguistic diversity relative to what is considered the “standard” version of any language. Panel members should avoid lowering the assessment due to a student’s accent, pronunciation, or culturally-specific vocabulary, so long as these aspects don’t hinder comprehension.

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



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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 Mid required to earn the NYSSB is shaded below.*

Essential Question	PERFORMANCE INDICATORS					
	NOVICE HIGH	INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH	ADVANCED LOW	ADVANCED MID
<i>What can I understand, interpret, or analyze in authentic texts*?</i>	I can identify the topic and some isolated facts from simple sentences in short texts.	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.

The word “text” is defined as any medium that conveys information. For the purposes of this rubric, a text can include traditional reading material (e.g., literature, informational texts), live or recording listening texts, or visuals. Students pursuing the Seal in a modern language **must be assessed on all interpretive modalities (receiving for American Sign Language; reading and listening for all other languages).*

Proficiency in Interpretive Reading: _____

Proficiency in Interpretive Listening: _____

Notes:



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STANDARD 2: 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 Mid required to earn the NYSSB is shaded below.*

Essential Question	PERFORMANCE INDICATORS					
	NOVICE HIGH	INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH	ADVANCED LOW	ADVANCED MID
<i>How can I exchange Information and ideas in conversations, including expressing, reacting to, and supporting preferences and opinions to address situations?</i>	I can interact with others to request and provide information and express, ask about, and react to preferences, feelings, or opinions on familiar topics by asking and answering practiced and some original questions using simple sentences and questions most of the time.	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.

Proficiency in Interpersonal Speaking and Listening: _____

Notes:



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STANDARD 3: 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 Mid required to earn the NYSSB is shaded below.*

Essential Question	PERFORMANCE INDICATORS					
	NOVICE HIGH	INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH	ADVANCED LOW	ADVANCED MID
<p><i>How can I present information:</i></p> <ul style="list-style-type: none"> • <i>to inform, describe, or explain;</i> • <i>to give a preference, opinion or persuasive argument; and</i> • <i>to narrate about my life, experiences, and events?</i> 	I can present personal information about my life and activities and express my preferences on familiar and everyday topics of interest, using simple sentences most of the time.	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 viewpoint(s) 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 viewpoint(s) 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 viewpoint(s) 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.

Proficiency in Presentational Speaking: _____

Proficiency in Presentational Writing: _____

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