STANDARD 1: INTERPRETIVE COMMUNICATION
AT-A-GLANCE DOCUMENT FOR
CLASSICAL LANGUAGES

Learners communicate effectively in classical languages by using a variety of texts and resources for multiple purposes, while making interdisciplinary language connections.

DEFINING CHARACTERISTICS

One-way communication
Listening, reading, and viewing
Authentic resources including artifacts and primary, historical, and literary sources

NYS CHECKPOINT PROFICIENCY RANGES
FOR INTERPRETIVE READING

Checkpoint A: Novice High - Intermediate Low
Checkpoint B: Intermediate Low-Mid
Checkpoint C: Intermediate Mid-High

NYS CHECKPOINT PROFICIENCY RANGES
FOR INTERPRETIVE LISTENING

Checkpoint A: Novice Mid
Checkpoint B: Novice High
Checkpoint C: Intermediate Low

SAMPLE INTERPRETIVE STRATEGIES BY NYS CHECKPOINT

A Match image to text
   Identify, list, or sequence in order
   Categorize with graphic organizer
   Ask questions, listen, read, and watch

B Answer comprehension questions
   Find a problem or a solution
   Pose a question for discussion
   Summarize or synthesize

C Compare/contrast
   Identify cause/effect
   Identify missing information
   Assign a role or purpose

Many interpretive strategies can be used across all checkpoints.

EXAMPLE INTERPRETIVE TASKS BY MODALITY:

As the primary focus of the Classical Language course, Interpretive Reading is done in the target language, however, the task that follows may be in English, where appropriate.

READING

A Categorize foods as healthy or unhealthy based on a list of typical foods of an ancient civilization.
B Ask questions about the meals served based on websites on dining in the ancient world.
C Compare several authentic dishes from the ancient world to modern-day dishes.

LISTENING

A Identify pictures of mythological characters based on a short physical description.
B Label a diagram of a villa rustica from a description of the various rooms and locations.
C Sequence the events after listening to a reading of the story of Damon and Pythias.

Interpretive icon created by G. A. Suárez, Cobb County Public Schools World Languages Department and authorized for use under CC 4.0.

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