

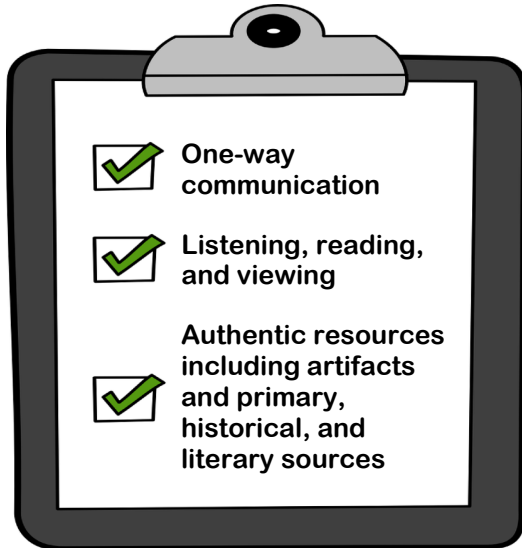
# STANDARD 1 INTERPRETIVE COMMUNICATION

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



## NYS CHECKPOINT PROFICIENCY RANGES FOR INTERPRETIVE READING



## NYS CHECKPOINT PROFICIENCY RANGES FOR INTERPRETIVE LISTENING



## 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.



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## 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.

- 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.



## LISTENING

### ADDITIONAL RESOURCES:

[ACTFL Communicative Tasks Guiding Principles](#)

[ACTFL Performance Descriptors for Interpretive Mode](#)

[CARLA Interpretive Mode Resources](#)

[Dickinson College Commentaries](#)

[The Latin Library](#)

Manuscripts and Music—[Library of Classroom Practices K-12](#)

Meaningful Interpretation—[Annenberg Video Workshops for K-12 Teachers](#)

[NCSSFL-ACTFL Can-Do Statements and Benchmarks](#)

[Perseus Digital Library](#)

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