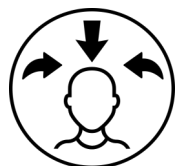# STANDARD 1: INTERPRETIVE COMMUNICATION

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.

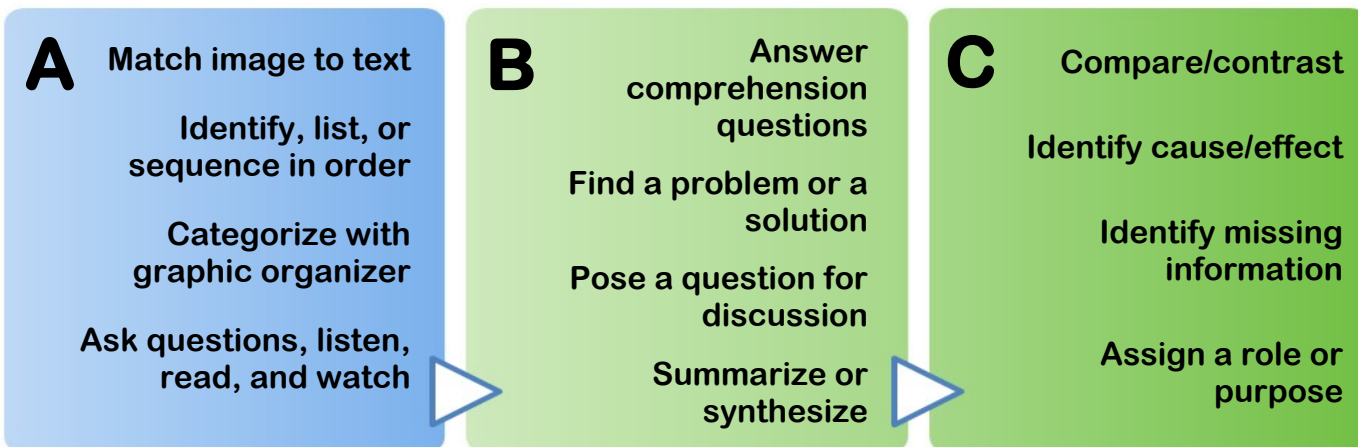## NYS CHECKPOINT PROFICIENCY RANGES FOR INTERPRETIVE READING

- 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

DEFINING CHARACTERISTICS

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

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.

Office of Bilingual Education and World Languages
New York State Education Department
Website: http://www.nysed.gov/world-languages
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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.

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.

READING

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

www.geoffreysteadman.com