STANDARD 1: INTERPRETIVE COMMUNICATION
AT-A-GLANCE DOCUMENT FOR
CATEGORY 1-2 MODERN LANGUAGES

Learners understand, interpret, and analyze what is heard, read, received*, or viewed on a variety of topics, using a range of diverse texts, including authentic resources.

*Denotes a term specific to American Sign Language

NYS CHECKPOINT PROFICIENCY RANGES

Checkpoint C
Intermediate Mid-High

Checkpoint B
Intermediate Low-Mid

Checkpoint A
Novice Mid-High

DEFINING CHARACTERISTICS

- One-way communication
- Listening, reading, viewing, and receiving
- Diverse texts including authentic resources
- Author is not present

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:

READING

A Categorize foods as healthy or unhealthy based on an article about nutrition.
B Ask questions about meals served on the menus of different schools.
C Compare regional food preferences based on research on several authentic dishes.

VIEWING

A Identify clothing seen in a video, noting the items on a graphic organizer.
B Categorize student clothing preferences for various occasions that were named in a video chat.
C Compare fashion trends over time after viewing fashion show clips.

LISTENING

A Identify traditional dishes by matching pictures to oral descriptions.
B List healthy eating habits mentioned in a public service announcement.
C Summarize ways to eliminate food waste that were described in a podcast.

RECEIVING

A Identify an expert’s recommendations for quarantine protocols presented on a webpage.
B Prepare a possible follow-up question a reporter might ask the expert.
C Draw a conclusion about survey data to be shared with the public.

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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