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

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.

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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.

ADDITIONAL RESOURCES:

- ACTFL Communicative Tasks Guiding Principles
- ACTFL Performance Descriptors for Interpretive Mode
- CARLA Interpretive Mode Resources
- Library of Classroom Practices K-12
- Meaningful Interpretation Video from the Annenberg Video Workshops for K-12 Teachers
- NCSSFL-ACTFL Can-Do Statements and Benchmarks