STANDARD 2: PRESENTATIONAL COMMUNICATION
AT-A-GLANCE DOCUMENT FOR
CLASSICAL LANGUAGES

Learners present information and ideas on a variety of topics adapted to various audiences of listeners, readers, or viewers to describe, inform, narrate, explain, or persuade.

NYS CHECKPOINT PROFICIENCY RANGES FOR PRESENTATIONAL SPEAKING
(Oral Reading Skills)

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

NYS CHECKPOINT PROFICIENCY RANGES FOR PRESENTATIONAL WRITING
(based on classical content)

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

DEFINING CHARACTERISTICS

One-way, rehearsed, or “on demand communication”

Spoken, visual, multimedia, or written

May use resources from either or both the interpretive and interpersonal modes

SAMPLE PRESENTATIONAL STRATEGIES BY NYS CHECKPOINT:

**SPEAKING**

A. Read state mottos aloud.

B & C. Read aloud several lines of prose. Describe characters in a myth.

**WRITING**

A. Label a diagram or illustration.

B. Make a comic strip.

C. Create a multimedia presentation.

Many presentational strategies can be used across all checkpoints.

EXAMPLE PRESENTATIONAL TASKS BY MODALITY:

**SPEAKING**

Presentational speaking in Classical languages can be the oral reading of texts or spoken tasks.

A. Identify the rooms in an ancient Roman villa while pointing to a diagram.

B. Describe ancient Roman clothing based on a visual.

C. Narrate an event by reading a short passage aloud.

**WRITING**

Presentational writing in Classical languages is a mix of simple tasks in the target language and more complex tasks in English.

A. Identify buildings by labeling a map of ancient Rome.

B. Describe a menu for a Saturnalia banquet.

C. Express opinions about Roman kings on a graffiti wall.

What is spoken, signed, or written can be demonstrated with or without multimedia tools.

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