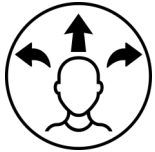


STANDARD 3: PRESENTATIONAL COMMUNICATION

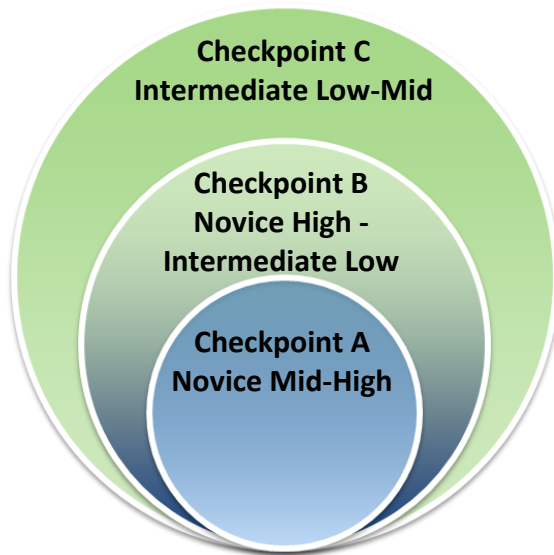


AT-A-GLANCE DOCUMENT FOR CATEGORY 3-4 MODERN LANGUAGES



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



DEFINING CHARACTERISTICS



SAMPLE PRESENTATIONAL STRATEGIES BY NYS CHECKPOINT:

A Create a poster or comic

Make a short video

Write a list or label images

B Create a multimedia presentation

Make an advertisement or infographic

Record an audio or video demonstration

C Relate a personal narrative

Present the results of a survey

Create a short podcast

Many presentational strategies can be used across all checkpoints.



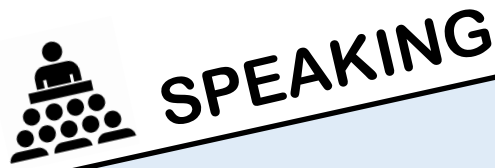
[Office of Bilingual Education and World Languages](http://www.nysed.gov)
[New York State Education Department](http://www.nysed.gov)

Website: <http://www.nysed.gov/world-languages>

Email: obewl@nysed.gov

EXAMPLE PRESENTATIONAL TASKS BY MODALITY:

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



- A** Suggest healthy lunch choices using a school lunch menu.
- B** Describe an ideal day off from school.
- C** Explain the pros and cons of school uniforms.



WRITING

- A** Identify target culture fashion trends from a department store website.
- B** Describe a super hero or personal role model.
- C** Narrate a contemporary version of a folktale.

ADDITIONAL RESOURCES:

[ACTFL Communicative Tasks Guiding Principles](#)

[ACTFL Performance Descriptors for Presentational Mode](#)

[Delivering the Message](#)
[Annenberg Video Workshops for K-12 Teachers](#)

[Library of Classroom Practices K-12](#)

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