New York State Proficiency Ranges for Classical Languages
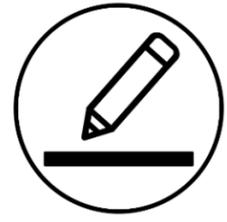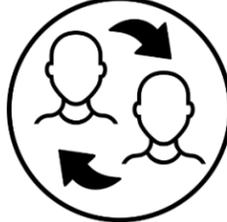
Checkpoint	NYS Proficiency Ranges for Classical Languages By Modality				
	Interpretive Reading	Interpretive Listening	Presentational Speaking	Presentational Writing	Interpersonal Speaking
A	Novice High—Intermediate Low	Novice Mid	Novice Mid	Novice Mid	Novice Mid
B	Intermediate Low—Intermediate Mid	Novice High	Novice High	Novice High	Novice Mid
C	Intermediate Mid—Intermediate High	Intermediate Low	Novice High	Intermediate Low	Novice High

Classical languages such as Latin, ancient Greek, ancient Hebrew, and others from earlier time periods in human history, are contrasted with Modern Languages. Modern languages are human languages that have living, native speakers. As part of the revisions to the standards, care was taken to develop separate and reasonable proficiency ranges and performance indicators broken out by modality for classical languages due to their strong focus on the Interpretive Reading mode.

Performance indicators for classical languages are identified for each Standard at each checkpoint and aligned with the target proficiency level of that checkpoint. These performance indicators, the NYS World Language Performance Indicators, are adapted from the 2017 NCSSFL-ACTFL **Can-Do Statements**, the result of collaboration between the National Council of State Supervisors for Languages (NCSSFL) and the American Council on the Teaching of Foreign Languages (ACTFL) and aligned to ACTFL proficiency sublevels as indicated in the chart above. More specifically, the performance indicators **are aligned with the proficiency target range identified for each checkpoint,** so all learners are appropriately challenged. These performance indicators are written as Can-Do Statements that are aligned with the target range identified for each checkpoint so that all learners are appropriately challenged. However, it should also be noted that the developmental and spiraled nature of the performance indicators, consistent with ACTFL's Inverted Pyramid model of proficiency, makes differentiation manageable. This can be achieved through the use of proficiency-oriented analytic rubrics that contain qualitative and constructive feedback to accommodate a **range of performance levels**.

These performance indicators are written as instructional targets in order to accommodate the range of abilities represented in classes of learners at each checkpoint. They target the upper level of the range of proficiency that point to success at the end of each checkpoint. In planning instruction, teachers can differentiate both instructional tasks and evaluation criteria to accommodate the range of abilities and achievement in any given group of learners. **Successful growth is represented within a range of proficiency levels for each checkpoint.** The goal is that all learners make continuous progress through each checkpoint and experience success that is only made possible in an extended sequence of learning opportunities.

Teachers can create unit and lesson learning targets aligned with these performance indicators using the same language functions to describe student performance. Unit and lesson **learning targets can then be written in language that is easily understood by learners.** While the learning targets written for students may sometimes look similar among checkpoints, the proficiency level expectation becomes progressively more challenging in terms of expected level of control of discourse type, function, context and accuracy. These expectations are best explained using well-crafted analytic rubrics to provide feedback on performance and proficiency assessment tasks.

While proficiency targets describe the four elements of language functions, context, text type, and accuracy, these performance indicators address only the first three. The performance descriptions for each proficiency target include the relevant language functions, context and text type. The fourth element of proficiency, accuracy, is not addressed in the performance indicators.

In proficiency-focused instruction, accuracy is a function of the comprehensibility of the learner. The principal consideration in determining comprehensibility for modern languages is dependent on the experience of the receiver of the communication in dealing with non-native speakers of the language. In classical languages, with no living native speakers, accuracy must be viewed through the lens of an expert and their experience dealing with language learners. The following descriptors are suggested in gauging learner accuracy for output related to Standard 2: Presentational Communication and Standard 3: Interpersonal Communication.

The following descriptors of accuracy can apply to each proficiency sublevel across the output-oriented standards:

• Novice Mid learners are sometimes comprehensible to a person accustomed to engaging with language learners.

• Novice High learners are usually comprehensible to a person accustomed to engaging with language learners.

• Intermediate Low learners are comprehensible to a person accustomed to engaging with language learners.


**References**

American Council on the Teaching of Foreign Languages [ACTFL]. (2012). _ACTFL proficiency guidelines 2012_. Retrieved from https://www.actfl.org/resources/actfl-proficiency-guidelines-2012

National Council of State Supervisors for Languages-American Council on the Teaching of Foreign Languages [NCSSFL-ACTFL]. (2017). _NCSSFL-ACTFL can-do statements._ Retrieved from https://www.actfl.org/resources/ncssfl-actfl-can-do-statements

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ANCHOR STANDARD - Communication

Learners communicate effectively in classical languages by using a variety of texts and resources for multiple purposes, while making interdisciplinary language connections.
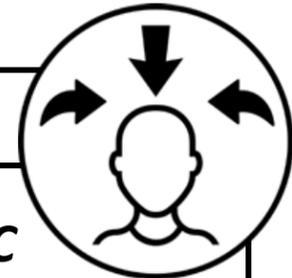
PERFORMANCE INDICATORS FOR CLASSICAL LANGUAGES

Standard 1 - Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics, drawing on a range of diverse texts, including authentic resources.	*Checkpoint A* *Target Range:*		*Checkpoint B* *Target Range:*		*Checkpoint C* *Target Range:*	
Guiding Question – Interpretive Reading	**NOVICE MID**	**NOVICE HIGH**	**INTERMEDIATE LOW**	**INTERMEDIATE MID**	**INTERMEDIATE MID**	**INTERMEDIATE HIGH**
Interpretive Reading: What can I understand, interpret, or analyze in a range of diverse texts that I read or view?	I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in informational and literary texts.	I can identify the topic and some isolated facts in short informational and literary texts	I can identify the topic, main idea, and related information from simple sentences in short informational and literary texts.	I can understand the main idea and key information in short straightforward informational and literary texts.	I can understand the main idea and key information in short straightforward informational and literary texts.	I can usually follow the main idea, main message, and flow of events in various time frames in straightforward paragraph-length texts.

Guiding Question – Interpretive Listening	**NOVICE MID**	**NOVICE HIGH**	**INTERMEDIATE LOW**
Interpretive Listening: What can I understand, interpret, or analyze in conversations or discussions that I hear and in which I am not a participant?	I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in conversations.	I can understand familiar questions and statements from simple sentences in conversations.	I can identify the topic, main idea, and related information from simple sentences in short conversations.

An authentic text in classical languages is one that was written during an earlier period of human history **by and for native speakers of the classical language.*

Icons for each of the three communication standards created by G. A. Suárez, Cobb County Public Schools World Languages Department and authorized for use under CC 4.0.

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ANCHOR STANDARD - Communication
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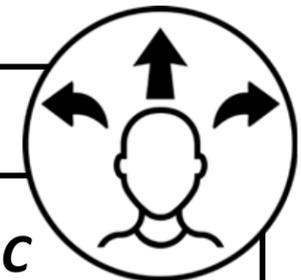
PERFORMANCE INDICATORS FOR CLASSICAL LANGUAGES			
Standard 2 - Presentational Communication: Learners present information and ideas on a variety of topics adapted to various audiences of listeners, readers, or viewers to describe, inform, narrate, explain, and persuade.	*Checkpoint A Target Range:*	*Checkpoint B Target Range:*	*Checkpoint C Target Range:*
Guiding Question – Presentational Speaking	**NOVICE MID**	**NOVICE HIGH**	**NOVICE HIGH**
How can I present information and ideas to describe, inform, narrate, explain, or persuade?	I can present information about my life and activities, and state preferences and opinions on very familiar and everyday topics, using a mixture of simple practiced or memorized words, phrases, and sentences, through spoken language.	I can present information about my life and activities, and state preferences and opinions on familiar and everyday topics, using simple sentences, most of the time, through spoken language.	I can present information about my life and activities, and state preferences and opinions on familiar and everyday topics, using simple sentences, most of the time, through spoken language.

Guiding Question – Presentational Writing	**NOVICE MID**	**NOVICE HIGH**	**INTERMEDIATE LOW**
How can I present information and ideas to describe, inform, narrate, explain, or persuade?	I can present information about my life and activities, and state preferences and opinions on very familiar and everyday topics, using a mixture of simple practiced or memorized words, phrases, and sentences, through written language.	I can present information about my life and activities, and state preferences and opinions on familiar and everyday topics, using simple sentences, most of the time, through written language.	I can present information about my life and activities, state and make attempts to support preferences and opinions on familiar and everyday topics, by creating and using simple sentences, through written language.

ANCHOR STANDARD - Communication
Learners communicate effectively in classical languages by using a variety of texts and resources for multiple purposes, while making interdisciplinary language connections.

| PERFORMANCE INDICATORS FOR CLASSICAL LANGUAGES			
Standard 3 - Interpersonal Communication: Learners interact and negotiate meaning in spoken or written conversations to exchange information and express feelings, preferences, and opinions.	*Checkpoint A Target Range:*	*Checkpoint B Target Range:*	*Checkpoint C Target Range:*
Guiding Question	NOVICE MID	NOVICE MID	NOVICE HIGH
How can I exchange information and ideas; and express, react to, and support preferences and opinions in conversations?	I can request and provide information, meet basic needs, express preferences or feelings, and react to those of others on very familiar and everyday topics, using a mixture of simple practiced or memorized words, phrases, sentences, and questions in conversations.	I can request and provide information, meet basic needs, express preferences or feelings, and react to those of others on very familiar and everyday topics, using a mixture of simple practiced or memorized words, phrases, sentences, and questions in conversations.	I can request and provide information, and meet basic needs; express, ask about, and react to preferences, feelings, or opinions on familiar and everyday topics, using a mixture of simple sentences and some original questions in conversations, most of the time.

ANCHOR STANDARD – Cultures
Learners use knowledge of classical languages to identify, describe, compare, and explain the practices, products and perspectives of ancient and other cultures.
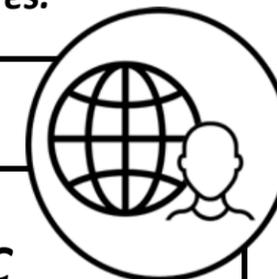
PERFORMANCE INDICATORS FOR CLASSICAL LANGUAGES						
Standard 4 - Relating Cultural Practices and Products to Perspectives: Learners use knowledge of classical languages to identify, describe, and explain the practices and products of the cultures studied as well as the cultural perspectives they suggest.	*Checkpoint A Target Range:*		*Checkpoint B Target Range:*		*Checkpoint C Target Range:*	
Guiding Question	**NOVICE MID**	**NOVICE HIGH**	**INTERMEDIATE LOW**	**INTERMEDIATE MID**	**INTERMEDIATE MID**	**INTERMEDIATE HIGH**
How can I identify, describe, and explain cultural perspectives by examining cultural products and practices of ancient civilizations?	I can identify cultural products and practices in my own and other cultures to help me understand perspectives using words and phrases, with graphic or visual support.	I can identify cultural products and practices in my own and other cultures to help me understand perspectives using simple sentences with graphic or visual support.	I can describe cultural products and practices in my own and other cultures to help me understand perspectives using sentences.	I can describe cultural products and practices in my own and other cultures to help me understand perspectives using strings of sentences.	I can describe cultural products and practices in my own and other cultures to help me understand perspectives using strings of sentences.	I can explain cultural products and practices in my own and other cultures to help me understand perspectives using connected sentences that may combine to form paragraphs.

ANCHOR STANDARD – Cultures
Learners use knowledge of classical languages to identify, describe, compare, and explain the practices, products and perspectives of ancient and other cultures.

Standard 5 - Cultural Comparisons: Learners use knowledge of classical languages to compare the products and practices of the cultures studied and their own.	Checkpoint A Target Range:		Checkpoint B Target Range:		Checkpoint C Target Range:	
Guiding Question	**NOVICE MID**	**NOVICE HIGH**	**INTERMEDIATE LOW**	**INTERMEDIATE MID**	**INTERMEDIATE MID**	**INTERMEDIATE HIGH**
How can I identify, describe, and explain cultural comparisons by examining the products and practices of ancient cultures and my own?	I can identify comparisons of practices and products of the target cultures with my own culture, using words and phrases, with graphic or visual support.	I can identify comparisons of practices and products of the target cultures with my own culture, using phrases and simple sentences with graphic or visual support.	I can describe comparisons of practices and products of the target cultures with my own culture, using sentences.	I can describe comparisons of practices and products of the target cultures with my own culture, using strings of sentences.	I can describe comparisons of practices and products of the target cultures with my own culture, using strings of sentences.	I can explain comparisons of practices and products of the target cultures with my own culture, using connected sentences that may combine to form paragraphs.