Performance Criteria	Meets Criteria (1)	Does Not Meet Criteria (0)
A. Is proficiency in the language being assessed the **_only_** aspect that is assessed on the school's Culminating Project rubric?	The rubric only measures proficiency in the language being assessed.	The rubric includes items that do not measure proficiency in the language being assessed (e.g., student dress, poise).
B. Are the column headings of the school's Culminating Project rubric labeled with [ACTFL proficiency levels](#)?	The column headings of the rubric are labeled with the specific ACTFL proficiency levels (e.g., Intermediate High).	The column headings of the rubric are not labeled with the specific ACTFL proficiency levels.
C. Are the performance descriptors in the school's Culminating Project rubric aligned to [ACTFL proficiency levels](#)?	The performance descriptors are aligned to ACTFL proficiency levels, including: • describing what a student can do with the language; • the length of text[1] a student can use and produce; • the contextual nature of topics (e.g, familiar, unfamiliar, concrete, abstract) that a student can address; and • the time frames a student can use.	The performance descriptors are not aligned to the ACTFL proficiency levels because of <u>one or more</u> of the following: • They do not describe what a student can do with the language; • They do not mention length of text type a student can use and produce; • They do not reference the contextual nature of topics a student can address; • They do not reference time frames a student can use; • They reference other grammatical structures/vocabulary that are not included in the ACTFL proficiency levels (e.g., adjective or subject/verb agreement)

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[1] *Text type refers to the length of text that students are able to consistently use and produce in the language. At the Novice level, students can use and produce individual words and phrases; at the Intermediate level, students can use and produce discrete sentences; at the Advanced level, students can use and produce paragraph-level discourse.*

Performance Criteria	Meets Criteria (1)	Does Not Meet Criteria (0)
D. Does the school's Culminating Project rubric indicate the proficiency level _**required**_ to earn the NYSSB?	The rubric indicates the proficiency level required to earn the NYSSB based on the category[2] of the language being assessed.	• The rubric does not indicate the proficiency level required to earn the NYSSB. **or** • The rubric indicates a level of proficiency other than the level required to earn the NYSSB.
E. Does the school's Culminating Project rubric separately address all three modes of communication[3] (interpretive, interpersonal, presentational)?	The rubric separately addresses all three modes of communication.	The rubric does not separately address all three modes of communication.

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[2] _Students must demonstrate the required proficiency level in each language being assessed in order to earn the NYSSB. The revised NYS Learning Standards for World Languages passed by the NYS Board of Regents in March 2021 established three categories of languages: Category 1-2 Modern Languages, Category 3-4 Modern Languages, and Classical Languages. Students are expected to meet the proficiency targets for the standards for Checkpoint C to earn the Seal of Biliteracy. For each of the three categories of languages, there are different proficiency targets:_

Category 1-2 modern languages are those that use a Roman-based alphabet (e.g., Spanish, French, German, Italian).	_Intermediate High_
Category 3-4 modern languages include indigenous languages (e.g., Seneca, Tuscarora), those that are character-based (e.g., Mandarin, Korean) and those that use a non-Roman-based alphabet (e.g., Arabic, Greek, Hebrew, Russian).	_Intermediate Mid_
Classical Languages are those from earlier periods of human history that no longer have any native speakers (e.g., Latin, ancient Greek).	_Intermediate High for Interpretive Reading_

[3] _Anchor Standard 1: Communication is broken down in three standards, one for each mode of communication (interpretive, interpersonal, presentation). Interpretive communication is further broken down into interpretive reading and interpretive listening or viewing (American Sign language term). Interpersonal communication is broken down into interpersonal speaking and writing. Presentational communication is broken down into presentational speaking and writing._