

STANDARD 1: INTERPRETIVE COMMUNICATION

AT-A-GLANCE DOCUMENT FOR

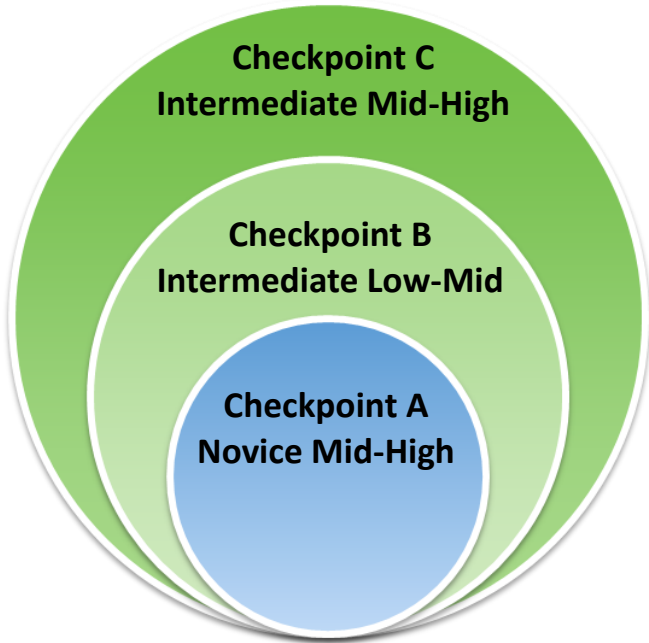
CATEGORY 1-2 MODERN LANGUAGES



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

*Denotes a term specific to American Sign Language

NYS CHECKPOINT PROFICIENCY RANGES

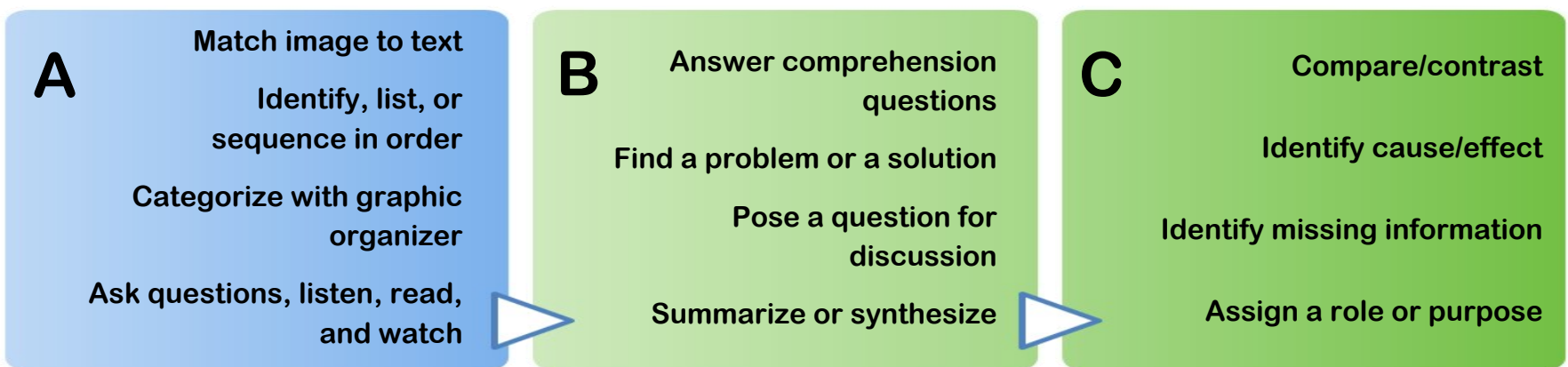


This poster was created by the World Language Content Advisory Panel Executive Committee. Its printing is a gift from the New York State Association of World Language Administrators (NYSAWLA).

DEFINING CHARACTERISTICS



SAMPLE INTERPRETIVE STRATEGIES BY NYS CHECKPOINT:



Many interpretive strategies can be used across all checkpoints.

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.

- 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.

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.

- A** Identify an expert's recommendations for quarantine protocols presented on a webpage.
- B** Prepare a possible follow-up question a reporter might ask the expert.
- C** Draw a conclusion about survey data to be shared with the public.



LISTENING

RECEIVING



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