STANDARD 1
INTERPRETIVE COMMUNICATION

AT-A-GLANCE DOCUMENT FOR CATEGORY 1-2 MODERN LANGUAGES

> **Learners <u>understand</u>, <u>interpret</u>, and <u>analyze</u> what is heard, read, received*, or viewed on a variety of topics, using a range of diverse texts, including authentic resources.**
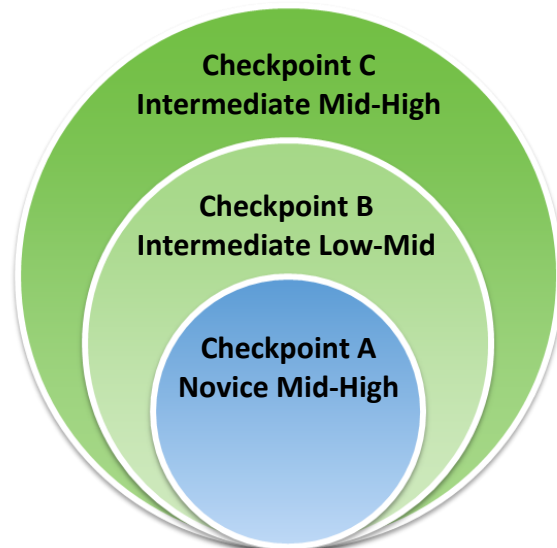>
> *Denotes a term specific to American Sign Language

DEFINING CHARACTERISTICS

- ✓ One-way communication
- ✓ Listening, reading, viewing, and receiving
- ✓ Diverse texts including authentic resources
- ✓ Author is not present

NYS CHECKPOINT PROFICIENCY RANGES

Checkpoint C
Intermediate Mid-High

Checkpoint B
Intermediate Low-Mid

Checkpoint A
Novice Mid-High

SAMPLE INTERPRETIVE STRATEGIES BY NYS CHECKPOINT

A
Match image to text

Identify, list, or sequence in order

Categorize with graphic organizer

Ask questions, listen, read, and watch

B
Answer comprehension questions

Find a problem or a solution

Pose a question for discussion

Summarize or synthesize

C
Compare/contrast

Identify cause/effect

Identify missing information

Assign a role or purpose

Many interpretive strategies can be used across all checkpoints.

Office of Bilingual Education and World Languages
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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.

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.

LISTENING

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.

RECEIVING

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.

ADDITIONAL RESOURCES:

ACTFL Communicative Tasks Guiding Principles

ACTFL Performance Descriptors for Interpretive Mode

CARLA Interpretive Mode Resources

Library of Classroom Practices K-12

Meaningful Interpretation Video from the
Annenberg Video Workshops for K-12 Teachers

NCSSFL-ACTFL Can-Do Statements and Benchmarks