




NYSSB Rubric for the Culminating Project and Presentation in Classical Languages



Interpretive Reading Rubric

 Standard 1A: Interpretive Communication (Reading) Standard 1A - Learners understand , interpret , and analyze what is read or viewed on a variety of topics, drawing on a range of diverse texts, including authentic resources.					
Dimensions	INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH	ADVANCED LOW	ADVANCED MID
	<i>I can...</i>	<i>I can...</i>	<i>I can...</i>	<i>I can...</i>	<i>I can...</i>
Function	identify: <input type="checkbox"/> the topic <input type="checkbox"/> the main idea <input type="checkbox"/> related information	understand: <input type="checkbox"/> the main idea <input type="checkbox"/> key information	usually follow: <input type="checkbox"/> the main idea <input type="checkbox"/> main message <input type="checkbox"/> flow of events	identify: <input type="checkbox"/> the main message <input type="checkbox"/> the underlying message <input type="checkbox"/> some supporting details	understand: <input type="checkbox"/> the main message <input type="checkbox"/> the underlying message <input type="checkbox"/> most supporting details
Accuracy			<input type="checkbox"/> in various time frames	<input type="checkbox"/> across major time frames	<input type="checkbox"/> across major time frames
Content	<input type="checkbox"/> on familiar and everyday topics	<input type="checkbox"/> on a variety of familiar and some researched topics	<input type="checkbox"/> on concrete and researched topics, sometimes involving a complication	<input type="checkbox"/> on a variety of familiar, concrete, academic, and social topics	<input type="checkbox"/> on a wide variety of topics of interest (familiar, unfamiliar, concrete, academic, social, and professional)
Text Type	<input type="checkbox"/> from simple sentences in short informational and literary texts*	<input type="checkbox"/> in short, straightforward information and literary texts*	<input type="checkbox"/> in straightforward paragraph-length texts*	<input type="checkbox"/> in texts*	<input type="checkbox"/> in texts*

*Educators should take a broad definition of the word "text" to those that are spoken, written, or signed, including print text, sound clips, videos, or images.



NYSSB Rubric for the Culminating Project and Presentation in Classical Languages



Interpretive Listening Rubric



Standard 1B: Interpretive Communication (Listening)

Standard 1B - Learners **understand, interpret,** and **analyze** what is **heard** or **viewed** on a variety of topics, drawing on a range of diverse texts, including authentic resources.

Dimensions	NOVICE MID	NOVICE HIGH	INTERMEDIATE LOW	INTERMEDIATE MID
	<i>I can...</i>	<i>I can...</i>	<i>I can...</i>	<i>I can...</i>
Function	identify: <input type="checkbox"/> some basic facts	understand: <input type="checkbox"/> familiar questions <input type="checkbox"/> familiar statements	identify: <input type="checkbox"/> the topic <input type="checkbox"/> the main idea <input type="checkbox"/> related information	understand: <input type="checkbox"/> the main idea <input type="checkbox"/> key information
Accuracy				
Content	<input type="checkbox"/> on very familiar and everyday topics	<input type="checkbox"/> on familiar and everyday topics	<input type="checkbox"/> on familiar and everyday topics	<input type="checkbox"/> on a variety of familiar, concrete, and researched topics
Text Type	<input type="checkbox"/> from memorized or familiar words and phrases when they are supported by gestures or visuals in short conversations	<input type="checkbox"/> from simple sentences in conversations	<input type="checkbox"/> from simple sentences in conversations	<input type="checkbox"/> in short, straightforward informational and literary conversations



NYSSB Rubric for the Culminating Project and Presentation in Classical Languages



Presentational Speaking Rubric



Standard 2A: Presentational Communication (Speaking)

Standard 2A - Presentational Communication: Learners present information and ideas on a variety of topics adapted to various audiences of listeners or viewers to **describe, inform, narrate, explain, or persuade**.

Dimensions	NOVICE MID	NOVICE HIGH	INTERMEDIATE LOW	INTERMEDIATE MID
	<i>I can...</i>	<i>I can...</i>	<i>I can...</i>	<i>I can...</i>
Function	<input type="checkbox"/> present information about my life and activities <input type="checkbox"/> state preferences and opinions	<input type="checkbox"/> present information about my life and activities <input type="checkbox"/> state preferences and opinions	<input type="checkbox"/> present information about my life and activities <input type="checkbox"/> state and make attempts to support preferences and opinions	<input type="checkbox"/> narrate personal experiences <input type="checkbox"/> present information <input type="checkbox"/> support viewpoint(s)
Accuracy				
Content	<input type="checkbox"/> on very familiar and everyday topics	<input type="checkbox"/> on familiar and everyday topics	<input type="checkbox"/> on familiar and everyday topics	<input type="checkbox"/> on a variety of familiar, concrete , and researched topics
Text Type	<input type="checkbox"/> using a mixture of simple practiced or memorized words, phrases, and sentences through spoken language	<input type="checkbox"/> using simple sentences most of the time through spoken language	<input type="checkbox"/> by creating and using simple sentences through spoken language	<input type="checkbox"/> by using sentences and series of connected sentences through spoken language



NYSSB Rubric for the Culminating Project and Presentation in Classical Languages



Presentational Writing Rubric



Standard 2B: Presentational Communication (Writing)

Standard 2B - Presentational Communication: Learners present information and ideas on a variety of topics adapted to various audiences of readers or viewers to **describe, inform, narrate, explain, or persuade.**

Dimensions	NOVICE MID	NOVICE HIGH	INTERMEDIATE LOW	INTERMEDIATE MID
	<i>I can...</i>	<i>I can...</i>	<i>I can...</i>	<i>I can...</i>
Function	<input type="checkbox"/> present information about my life and activities <input type="checkbox"/> state preferences and opinions	<input type="checkbox"/> present information about my life and activities <input type="checkbox"/> state preferences and opinions	<input type="checkbox"/> present information about my life and activities <input type="checkbox"/> state and make attempts to support preferences and opinions	<input type="checkbox"/> narrate personal experiences <input type="checkbox"/> present information <input type="checkbox"/> support viewpoint(s)
Accuracy				
Content	<input type="checkbox"/> on very familiar and everyday topics	<input type="checkbox"/> on familiar and everyday topics	<input type="checkbox"/> on familiar and everyday topics	<input type="checkbox"/> on a variety of familiar, concrete, and researched topics
Text Type	<input type="checkbox"/> using a mixture of simple practiced or memorized words, phrases, and sentences through written language	<input type="checkbox"/> using simple sentences most of the time through written language	<input type="checkbox"/> by creating and using simple sentences through written language	<input type="checkbox"/> by using sentences and series of connected sentences through written language



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Interpersonal Rubric



Standard 3: Interpersonal Communication

Standard 3 - Interpersonal Communication: Learners interact and negotiate meaning in spontaneous, **spoken, visual, or written** communication **to exchange information** and **express feelings, preferences, and opinions**.

Dimensions	NOVICE MID	NOVICE HIGH	INTERMEDIATE LOW	INTERMEDIATE MID
	<i>I can...</i>	<i>I can...</i>	<i>I can...</i>	<i>I can...</i>
Function	<input type="checkbox"/> request and provide information <input type="checkbox"/> meet basic needs <input type="checkbox"/> express, preferences, feelings, and react to those of others	<input type="checkbox"/> request and provide information <input type="checkbox"/> meet basic needs <input type="checkbox"/> express, ask about and react to preferences, feelings or opinions	<input type="checkbox"/> request and provide information <input type="checkbox"/> express, ask about and react with some details to preferences, feelings or opinions	<input type="checkbox"/> exchange information, preferences, feelings or opinions
Accuracy				
Content	<input type="checkbox"/> on very familiar and everyday topics	<input type="checkbox"/> on familiar and everyday topics	<input type="checkbox"/> on familiar and everyday topics	<input type="checkbox"/> on a variety of familiar, concrete , and researched topics
Text Type	<input type="checkbox"/> using a mixture of simple practiced or memorized words, phrases, and sentences in conversations	<input type="checkbox"/> using a mixture of simple sentences and some original questions in conversations, most of the time	<input type="checkbox"/> by creating simple sentences and asking appropriate follow-up questions in conversations	<input type="checkbox"/> by creating sentences and series of sentences in conversations <input type="checkbox"/> by asking follow-up questions in conversations