

New York State Seal of Biliteracy (NYSSB)

Sample Rubric (aligned to ACTFL Intermediate High Level of Proficiency)

General guidelines for the Culminating Project & Panel Presentation:

1. Students should be evaluated holistically on the three standards/modes of communication (interpretive, interpersonal, presentational).
2. In a holistic evaluation, to be considered Intermediate-High level, a student needs to score at least Intermediate-High on a minimum of two of the three criteria listed for each standard/mode of communication.
3. Students should be assessed by a panel of reviewers consisting of two or more adults who are qualified speakers of the language of the presentation. If the presentation is given in a low-incidence language or if there is only one adult speaker of the language in a district, the panel can consist of fewer reviewers.
4. While schools are encouraged to recruit community members to serve on the panel of reviewers, evaluators should not be related to the student.

Culminating Project Summary
Student Name:
Target Language of presentation:
Overall assessment
Assessment completed by (name, title, role):
Date:

New York State Seal of Biliteracy (NYSSB)

Sample Rubric (aligned to ACTFL Intermediate High Level of Proficiency)

Standard 1: Interpretive Communication – *Learners understand, interpret, and analyze what is heard, read, received, or viewed on a variety of topics, drawing on a range of diverse texts, including authentic resources.*

Interpretive Communication is assessed by the classroom teacher in English [English Language Arts (ELA), English as a New Language (ENL)] or World Languages, and/or an evaluator proficient in the target language.

Essential Questions	PERFORMANCE INDICATORS					
	INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH	ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
Interpretive Communication – What can I understand, interpret, or analyze in authentic informational and/or fictional texts that I hear, read, or view?	Identify the topic and related information from simple sentences in short informational texts	Understand the main idea and key information in short straightforward informational texts	Usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph-length informational texts	Identify the underlying message and some supporting details across major time frames in descriptive informational texts	Understand the underlying message and most supporting details across major time frames in descriptive informational texts	Follow the flow of ideas and infer meaning from complex language on unfamiliar, abstract topics within informational texts
Interpretive Communication – What can I understand, interpret, or analyze in conversations or discussions that I hear, read, or view, in which I am not a participant?	Identify the main idea in short conversations	Identify the main idea and key information in short straightforward conversations	Usually understand the main idea and flow of events expressed in various time frames in conversations and discussions	Understand the main message and some supporting details across major time frames in conversations and discussions	Understand the main message and most supporting details across major time frames in conversations and discussions	Follow the flow of ideas and some nuances from different viewpoints in conversations and discussions

New York State Seal of Biliteracy (NYSSB)

Sample Rubric (aligned to ACTFL Intermediate High Level of Proficiency)

STANDARD 2: Interpersonal Communication – *Learners interact and negotiate meaning in spoken, visual, or written conversations to exchange information and express feelings, preferences, and opinions.* Interpersonal Communication is evaluated by the Panel Reviewers at the student presentation during the question and answer period following the student presentation.

Essential Questions	PERFORMANCE INDICATORS					
	INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH	ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
Interpersonal Communication – How can I exchange Information and ideas in conversations?	Request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions	Exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions	Exchange information in conversations and some discussions on a variety of familiar and some concrete topics researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames	Exchange information and ideas in discussions on a variety of familiar and concrete academic and social topics, using a few simple paragraphs across major time frames	Maintain discussions on a wide variety of familiar and unfamiliar concrete topics of personal and general interest, and sometimes academic, social or professional topics, by using probing questions and providing detailed responses across major time frames	Discuss and sometimes debate a variety of complex concrete and some abstract academic, social and professional topics and often deal with related issues hypothetically, using precise questions and explanations

New York State Seal of Biliteracy (NYSSB)
Sample Rubric (aligned to ACTFL Intermediate High Level of Proficiency)

Essential Questions	PERFORMANCE INDICATORS					
	INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH	ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
Interpersonal Communication – How can I meet my needs or address situations in conversations?	Interact with others to meet basic needs in familiar situations by creating simple sentences and asking appropriate follow-up questions	Interact with others to meet needs in a variety of familiar situations, creating sentences and series of sentences and asking a variety of follow-up questions	Interact with others to meet needs in a variety of situations, sometimes involving a complication, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames	Interact and negotiate to resolve an unexpected complication that arises in a familiar situation, using a few simple paragraphs across major time frames	Interact and negotiate to resolve an unexpected complication that arises in a familiar situation, providing detailed explanations and offering a variety of resolutions across major time frames	Interact and negotiate to resolve an unexpected complication in a situation that is generally unfamiliar
Interpersonal Communication – How can I express, react to, and support preferences and opinions in conversations?	Express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions	Exchange preferences, feelings, or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and asking a variety of follow-up questions	Explain preferences, opinions, and emotions and provide advice on a variety of familiar and some concrete topics that have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames	Maintain conversations by providing explanations and comparisons of preferences, opinions, and advice on familiar and concrete academic and social topics using a few simple paragraphs across major time frames	Maintain extended conversations by supporting, reacting to, and comparing preferences and opinions and expressing advice and emotions in detail across major time frames, and by asking probing questions	Discuss, support, and sometimes debate opinions and advice on a variety of complex concrete topics, often addressing hypothetical or abstract issues, and asking precise questions

New York State Seal of Biliteracy (NYSSB)

Sample Rubric (aligned to ACTFL Intermediate High Level of Proficiency)

STANDARD 3: 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, or persuade.* Presentational Communication is evaluated by the Panel Reviewers at the student presentation.

Essential Questions	PERFORMANCE INDICATORS					
	INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH	ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
Presentational Communication – How can I present information to narrate about my life, experiences, and events?	Present personal information about life, activities and events, using simple sentences	Tell a story about life, activities, events and other social experiences, using sentences and series of connected sentences	Tell stories about school and community events and personal experiences, using a few short paragraphs, often across various time frames	Tell stories about school and community events and personal experiences, using paragraphs across major time frames	Tell stories based on concrete experiences in academic, social, and professional topics of interest, using organized paragraphs across major time frames	Give complex detailed narrations beyond the concrete, often addressing abstract experiences or hypothetical issues
Presentational Communication – How can I present information to give a preference, opinion or persuasive argument?	Express preferences on familiar and everyday topics of interest and explain why he/she feels that way, using simple sentences	State viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences	State viewpoint on familiar or researched topics and provide reasons to support it, using a few short paragraphs, often across various time frames	State a viewpoint with supporting evidence on some concrete academic, social and professional topics of interest using paragraphs across major time frames	Present an argument with supporting evidence, based on a variety of concrete academic, social and professional topics of interest, using organized paragraphs across major time frames	Clearly and accurately present an argument with supporting evidence on complex concrete issues, and often deal with related issues hypothetically

New York State Seal of Biliteracy (NYSSB)
Sample Rubric (aligned to ACTFL Intermediate High Level of Proficiency)

<p>Presentational Communication – How can I present information to inform, describe, or explain?</p>	<p>Present on familiar and everyday topics, using simple sentences</p>	<p>Give straightforward presentations on a variety of familiar topics and some concrete topics researched, using sentences and series of connected sentences</p>	<p>Give detailed presentations on a variety of familiar topics and some concrete topics researched, using a few short paragraphs, often across various time frames</p>	<p>Deliver presentations on some concrete academic, social and professional topics of interest, using paragraphs across major time frames</p>	<p>Deliver detailed presentations and elaborate on a variety of concrete academic, social and professional topics of interest, using organized paragraphs across major time frames</p>	<p>Deliver cohesive presentations on a variety of complex concrete topics related to community interests and some specialized fields, and often deal with related issues hypothetically</p>
---	--	--	--	---	--	---