

PERFORMANCE INDICATORS FOR CLASSICAL LANGUAGES

Checkpoint A


Checkpoint B


Checkpoint C

Anchor Standard 1 – Communication


Learners communicate effectively in classical languages by using a variety of texts and resources for multiple purposes, while making interdisciplinary language connections.


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

 <p>Interpretive Reading: What can I understand, interpret, or analyze in a range of diverse texts that I read or view?</p>	<p>NOVICE MID</p> <p>I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in informational and literary texts.</p>	<p>NOVICE HIGH</p> <p>I can identify the topic and some isolated facts in short informational and literary texts</p>	<p>INTERMEDIATE LOW</p> <p>I can identify the topic, main idea, and related information from simple sentences in short informational and literary texts.</p>	<p>INTERMEDIATE MID</p> <p>I can understand the main idea and key information in short straight-forward informational and literary texts.</p>	<p>INTERMEDIATE MID</p> <p>I can understand the main idea and key information in short straight-forward informational and literary texts.</p>	<p>INTERMEDIATE HIGH</p> <p>I can usually follow the main idea, main message, and flow of events in various time frames in straight-forward paragraph-length texts.</p>
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 <p>Interpretive Listening: What can I understand, interpret, or analyze in conversations or discussions that I hear and in which I am not a participant?</p>	<p>NOVICE MID</p> <p>I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in conversations.</p>	<p>NOVICE HIGH</p> <p>I can understand familiar questions and statements from simple sentences in conversations.</p>	<p>INTERMEDIATE LOW</p> <p>I can identify the topic, main idea, and related information from simple sentences in short conversations.</p>
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Standard 2 - 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, and persuade.

 <p>Presentational Speaking: How can I present information and ideas to describe, inform, narrate, explain, or persuade?</p>	<p>NOVICE MID</p> <p>I can present information about my life and activities, and state preferences and opinions on very familiar and everyday topics, using a mixture of simple practiced or memorized words, phrases, and sentences, through spoken language.</p>	<p>NOVICE HIGH</p> <p>I can present information about my life and activities, and state preferences and opinions on familiar and everyday topics, using simple sentences, most of the time, through spoken language.</p>	<p>NOVICE HIGH</p> <p>I can present information about my life and activities, and state preferences and opinions on familiar and everyday topics, using simple sentences, most of the time, through spoken language.</p>
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 <p>Presentational Writing: How can I present information and ideas to describe, inform, narrate, explain, or persuade?</p>	<p>NOVICE MID</p> <p>I can present information about my life and activities, and state preferences and opinions on very familiar and everyday topics, using a mixture of simple practiced or memorized words, phrases, and sentences, through written language.</p>	<p>NOVICE HIGH</p> <p>I can present information about my life and activities, and state preferences and opinions on familiar and everyday topics, using simple sentences, most of the time, through written language.</p>	<p>INTERMEDIATE LOW</p> <p>I can present information about my life and activities, state and make attempts to support preferences and opinions on familiar and everyday topics, by creating and using simple sentences, through written language.</p>
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Standard 3 - Interpersonal Communication: Learners interact and negotiate meaning in spoken or written conversations to exchange information and express feelings, preferences, and opinions.

 <p>Interpersonal Communication: How can I exchange information and ideas; and express, react to, and support preferences and opinions in conversations?</p>	<p>NOVICE MID I can request and provide information, meet basic needs, express preferences or feelings, and react to those of others on very familiar and everyday topics, using a mixture of simple practiced or memorized words, phrases, sentences, and questions in conversations.</p>	<p>NOVICE MID I can request and provide information, meet basic needs, express preferences or feelings, and react to those of others on very familiar and everyday topics, using a mixture of simple practiced or memorized words, phrases, sentences, and questions in conversations.</p>	<p>NOVICE HIGH I can request and provide information, and meet basic needs; express, ask about, and react to preferences, feelings, or opinions on familiar and everyday topics, using a mixture of simple sentences and some original questions in conversations, most of the time.</p>
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Anchor Standard 2 – Cultures

Anchor Standard 2: Learners use knowledge of classical languages to identify, describe, compare, and explain the practices, products and perspectives of ancient and other cultures.

Standard 4 - Relating Cultural Practices and Products to Perspectives: Learners use knowledge of classical languages to identify, describe, and explain the practices and products of the cultures studied as well as the cultural perspectives they suggest.

 <p>How can I identify, describe, and explain cultural perspectives by examining cultural products and practices of ancient civilizations?</p>	<p>NOVICE MID I can identify cultural products and practices in my own and other cultures to help me understand perspectives using words and phrases, with graphic or visual support.</p>	<p>NOVICE HIGH I can identify cultural products and practices in my own and other cultures to help me understand perspectives using simple sentences with graphic or visual support.</p>	<p>INTERMEDIATE LOW I can describe cultural products and practices in my own and other cultures to help me understand perspectives using sentences.</p>	<p>INTERMEDIATE MID I can describe cultural products and practices in my own and other cultures to help me understand perspectives using strings of sentences.</p>	<p>INTERMEDIATE MID I can describe cultural products and practices in my own and other cultures to help me understand perspectives using strings of sentences.</p>	<p>INTERMEDIATE HIGH I can explain cultural products and practices in my own and other cultures to help me understand perspectives using connected sentences that may combine to form paragraphs.</p>
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Standard 5 - Cultural Comparisons: Learners use knowledge of classical languages to compare the products and practices of the cultures studied and their own.

 <p>How can I identify, describe, and explain cultural comparisons by examining the products and practices of ancient cultures and my own?</p>	<p>NOVICE MID I can identify comparisons of practices and products of the target cultures with my own culture, using words and phrases, with graphic or visual support.</p>	<p>NOVICE HIGH I can identify comparisons of practices and products of the target cultures with my own culture, using phrases and simple sentences with graphic or visual support.</p>	<p>INTERMEDIATE LOW I can describe comparisons of practices and products of the target cultures with my own culture, using sentences.</p>	<p>INTERMEDIATE MID I can describe comparisons of practices and products of the target cultures with my own culture, using strings of sentences.</p>	<p>INTERMEDIATE MID I can describe comparisons of practices and products of the target cultures with my own culture, using strings of sentences.</p>	<p>INTERMEDIATE HIGH I can explain comparisons of practices and products of the target cultures with my own culture, using connected sentences that may combine to form paragraphs.</p>
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