General guidelines for the Culminating Project & Panel Presentation:

1. Students should be assessed by a panel of reviewers consisting of **two or more adults who are qualified speakers of the language being assessed**. English monolingual adults may not serve on the panel that evaluates students.
   1. The student’s current teacher should not be the sole reviewer of the project and presentation.
   2. While schools are encouraged to recruit community members to serve on the panel of reviewers, evaluators should not be related to the student.
   3. 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. Every effort should be made by the school to secure two adult speakers of the language as panelists.
   4. The entire student presentation and panel interview must take place in the language being assessed.
2. This rubric is used to evaluate both the project itself (e.g., scholarly essay, portfolio, research project) as well as the oral presentation of the project to the panel.
   1. The Interpretive mode (listening and reading) should be evaluated **prior to the presentation by the classroom teacher or project advisor**. Such evaluation can be done with a testing instrument or can be done holistically with the teacher or advisor using evidence observed from the student over the course of time.
   2. The Presentational Writing should be evaluated **by the panel** either before or after the student presentation and interview.
   3. The Interpersonal Speaking and Presentational Speaking modes should be evaluated **by the panel** at the time of the presentation of the project and interview.
3. Students, especially English Language Learners and Heritage Language Speakers, may represent all parts of the world and therefore may exhibit significant linguistic diversity relative to what is considered the “standard” version of any language. Panel members should avoid lowering the assessment due to a student’s accent, pronunciation, or culturally specific vocabulary, so long as these aspects don’t hinder comprehension.

|  |  |
| --- | --- |
| **Culminating Project Scoring Sheet** | |
| **Student Name:** | **Date:** |
| **Language being assessed:** | **Assessment completed by (name, title):** |
| **Overall assessment:** Culminating Project and Presentation 🞏 **does** 🞏 **does not** demonstrate at least **Intermediate Mid** proficiency in all modes required to earn the NYSSB. | |
| **Notes:** | |

## Interpretive Rubric

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Standard 1: Interpretive Communication**  **Standard 1** - Interpretive Communication: 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. | | | | | |
| **Dimensions** | **NOVICE**  **HIGH** | **INTERMEDIATE**  **LOW** | **INTERMEDIATE**  **MID** | **INTERMEDIATE**  **HIGH** | **ADVANCED**  **LOW** |
|  | ***I can...*** | ***I can...*** | ***I can...*** | ***I can...*** | ***I can...*** |
| **Function** | **identify:**   * the **topic** * **some isolated facts** | **identify:**   * the **topic** * the **main idea** * **related information** | **understand:**   * the main idea * **key information** | **usually follow:**   * the main idea * **main message** * **flow of events** | **identify:**   * the main message * the **underlying** message * **some supporting details** |
| **Accuracy** |  |  |  | * in **various** time frames | * across **major** time frames |
| **Content** | * on **familiar and everyday** topics | * on **familiar and everyday** topics | * on a **variety** of **familiar** and **some researched** topics | * on **concrete** and **researched** topics, **sometimes** involving a **complication** | * on a **variety** of **familiar,** concrete**, academic, and social** topics |
| **Text Type** | * from **simple sentences** in **short informational** and **literary** texts\* and conversations | * from **simple sentences** in **short** **informational** and **literary** texts\* and conversations | * in **short, straightforward** information and literary texts\* and conversations | * in straightforward paragraph-length texts\*, conversations, and discussions | * in texts\*, conversations, and discussions |

*\*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.*

## 

## Interpersonal Rubric

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Shape  Description automatically generated with low confidence**Standard 2: Interpersonal Communication**  **Standard 2 -** 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**  **HIGH** | **INTERMEDIATE**  **LOW** | **INTERMEDIATE**  **MID** | **INTERMEDIATE**  **HIGH** | **ADVANCED**  **LOW** |
|  | ***I can...*** | ***I can...*** | ***I can...*** | ***I can...*** | ***I can...*** |
| **Function** | * **request** and **provide information** * **meet basic needs** * **express, ask about,** and **react to** **preferences, feelings, or opinions** | * **request** and **provide information** * **ask about** and **react** with **some details** to **preferences, feelings or opinions** | * **exchange information, preferences, feelings, or opinions** | * exchange information, preferences, feelings, or opinions | **interact** and **negotiate** with others   * to **exchange** **information** and ideas, * to **provide explanations** and **comparisons** of **preferences** and **opinions**, and * to **maintain interactions** |
| **Accuracy** |  |  |  | * **often** across **various** time frames | * across **major** time frames |
| **Content** | * on **familiar and everyday** topics | * on **familiar and everyday** topics | * on a **variety** of **familiar** and **some researched** topics | * on **concrete** and **researched** topics, **sometimes** involving a **complication** | * on a **variety** of **familiar,** concrete**, academic, and social** topics, |
| **Text Type** | * using a **mixture** of **simple sentences** and **some original questions** **most of the time** | * by creating **simple sentences** * by asking appropriate **follow-up questions** | * by creating **sentences and series of sentences** * by asking **follow-up questions** | * by using **connected sentences** that may combine **to form paragraphs** * by asking a **variety of questions** | * by using a few **simple** **paragraphs** * by asking a **wide variety of questions** |

## Presentational Rubric

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Standard 3: Presentational Communication**  **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**. | | | | | |
| **Dimensions** | **NOVICE**  **HIGH** | **INTERMEDIATE**  **LOW** | **INTERMEDIATE**  **MID** | **INTERMEDIATE**  **HIGH** | **ADVANCED**  **LOW** |
|  | ***I can...*** | ***I can...*** | ***I can...*** | ***I can...*** | ***I can...*** |
| **Function** | * **present information** about my life and activities * **state preferences** and **opinions** | * **present information** about my life and activities * **state** and **make attempts** to **support preferences** and **opinions** | * **narrate personal experiences** * **present information** and * **state** and **support viewpoint(s)** | * narrate experiences * present information **including details** and * state and support viewpoint(s) | * **deliver presentations** and * **state viewpoint(s)** with **supporting evidence** |
| **Accuracy** |  |  |  | * **often** across **various** time frames | * across **major** time frames |
| **Content** | * on **familiar and everyday** topics | * on **familiar and everyday** topics | * on a **variety** of familiar, **concrete,** and **some researched** topics | * on a variety of familiar, concrete, and **researched** topics | * on **some** concrete**, academic, social, and professional** topics |
| **Text Type** | * using **simple sentences** **most of the time** | * by creating and using **simple sentences** | * by using **sentences and series of sentences** | * by using **short paragraphs** | * by using **paragraphs** |