




NYSSB Rubric for the Culminating Project and Presentation in Modern Languages (Category 3-4)



Interpretive Rubric

 Standard 1: Interpretive Communication Standard 1 - Interpretive Communication: Learners <i>understand</i>, <i>interpret</i>, and <i>analyze</i> 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>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"/> some isolated facts	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
Accuracy				<input type="checkbox"/> in various time frames	<input type="checkbox"/> across major time frames
Content	<input type="checkbox"/> on familiar and everyday topics	<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
Text Type	<input type="checkbox"/> from simple sentences in short informational and literary texts* and conversations	<input type="checkbox"/> from simple sentences in short informational and literary texts* and conversations	<input type="checkbox"/> in short, straightforward information and literary texts* and conversations	<input type="checkbox"/> in straightforward paragraph-length texts*, conversations, and discussions	<input type="checkbox"/> 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.



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Interpersonal Rubric


 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>I can...</i>	<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, ask about, and react to preferences, feelings, or opinions	<input type="checkbox"/> request and provide information <input type="checkbox"/> ask about and react with some details to preferences, feelings or opinions	<input type="checkbox"/> exchange information, preferences, feelings, or opinions	<input type="checkbox"/> exchange information, preferences, feelings, or opinions	interact and negotiate with others <input type="checkbox"/> to exchange information and ideas, <input type="checkbox"/> to provide explanations and comparisons of preferences and opinions, and <input type="checkbox"/> to maintain interactions
Accuracy				<input type="checkbox"/> often across various time frames	<input type="checkbox"/> across major time frames
Content	<input type="checkbox"/> on familiar and everyday topics	<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,
Text Type	<input type="checkbox"/> using a mixture of simple sentences and some original questions most of the time	<input type="checkbox"/> by creating simple sentences <input type="checkbox"/> by asking appropriate follow-up questions	<input type="checkbox"/> by creating sentences and series of sentences <input type="checkbox"/> by asking follow-up questions	<input type="checkbox"/> by using connected sentences that may combine to form paragraphs <input type="checkbox"/> by asking a variety of questions	<input type="checkbox"/> by using a few simple paragraphs <input type="checkbox"/> by asking a wide variety of questions



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Presentation 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>I can...</i>	<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 and make attempts to support preferences and opinions	<input type="checkbox"/> narrate personal experiences <input type="checkbox"/> present information and <input type="checkbox"/> state and support viewpoint(s)	<input type="checkbox"/> narrate experiences <input type="checkbox"/> present information including details and <input type="checkbox"/> state and support viewpoint(s)	<input type="checkbox"/> deliver presentations and <input type="checkbox"/> state viewpoint(s) with supporting evidence
Accuracy				<input type="checkbox"/> often across various time frames	<input type="checkbox"/> across major time frames
Content	<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 some researched topics	<input type="checkbox"/> on a variety of familiar, concrete, and researched topics	<input type="checkbox"/> on some concrete, academic, social, and professional topics
Text Type	<input type="checkbox"/> using simple sentences most of the time	<input type="checkbox"/> by creating and using simple sentences	<input type="checkbox"/> by using sentences and series of sentences	<input type="checkbox"/> by using short paragraphs	<input type="checkbox"/> by using paragraphs