General guidelines for the Culminating Project & Panel Presentation in Classical Languages:

1. Before the 2028-2029 academic year when the revised NYS Learning Standards for Classical Languages are implemented for all levels, including Checkpoint C, students wishing to earn the NYS Seal of Biliteracy must demonstrate at least **Intermediate High proficiency in the target language in Interpretive Reading only**. (See the last page of this rubric for information on proficiency levels required in other modes of communication for students pursuing the NYSSB in 2028-29 and beyond.)
2. 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. Every effort should be made by the school to secure two adult speakers of the language as panelists.
   4. Culminating Projects in Classical Languages such as Latin may be presented in English, although the project itself must demonstrate at **least Intermediate High proficiency in Interpretive Reading** in the Classical Language.
3. As students are required to demonstrate at least Intermediate High proficiency in only the Interpretive Reading mode, their interpretive skills may be assessed by the **classroom teacher, the project advisor, or the panel of reviewers.** 
   1. Such evaluation can be done with a testing instrument or can be done holistically with the classroom teacher or advisor using evidence observed from the student over the course of time, or by the panel using evidence provided during the student presentation and interview.
   2. Sections for the other modes of communication (interpersonal speaking, presentational speaking, presentational writing) are included should the school **choose** to also evaluate the student in these modes in a Classical Language. If this is the case, these other modes of communication should be evaluated **by the panel** during and following student presentation and interview.

|  |  |
| --- | --- |
| **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 High** proficiency in **Interpretive Reading** required to earn the NYSSB. | |
| **Notes:** | |

## 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 can...*** | ***I can...*** | ***I can...*** | ***I can...*** | ***I can...*** |
| **Function** | **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** | **understand:**   * the main message * theunderlying message * **most** supporting details |
| **Accuracy** |  |  | * in **various** time frames | * across **major** time frames | * across major time frames |
| **Content** | * 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 | * on a **wide variety** of topics of interest (familiar, unfamiliar, concrete, academic, social, and professional) |
| **Text Type** | * from **simple sentences** in **short** **informational** and **literary** texts\* | * in **short, straightforward** information and literary texts\* | * in straightforward paragraph-length texts\* | * in texts\* | * 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.*

When the NYS Learning Standards for Classical Languages are fully implemented in 2028-29, students wishing to earn the NYS Seal of Biliteracy in a Classical Language must demonstrate the **required proficiency in all modes of communication** according to the following chart:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Checkpoint** | **Proficiency Ranges for Classical Languages By Modality** | | | | |
|  |  |  |  |  |
| **Interpretive**  **Reading** | **Interpretive**  **Listening** | **Presentational Speaking** | **Presentational**  **Writing** | **Interpersonal**  **Speaking** |
| **A** | Novice Mid—Novice High | Novice Mid | Novice Mid | Novice Mid | Novice Mid |
| **B** | Intermediate Low—Intermediate Mid | Novice High | Novice High | Novice High | Novice Mid |
| **C** | Intermediate Mid—Intermediate High | Intermediate Low | Novice High | Intermediate Low | Novice High |
| **NYS Seal of Biliteracy** | Intermediate High | Intermediate Low | Novice High | Intermediate Low | Novice High |

The rubrics on the following pages for Interpretive Listening, Presentational Speaking, Presentational Writing, and Interpersonal Speaking may be used now by schools who are early adopters of the NYS Learning Standards for Classical Languages, but must be used by **all schools starting no later than the 2028-29 academic year** to evaluate students pursuing the NYSSB.

## 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 can...*** | ***I can...*** | ***I can...*** | ***I can...*** | |
| **Function** | **identify:**   * **some basic facts** | **understand:**   * **familiar questions** * **familiar statements** | **identify:**   * the **topic** * the **main idea** * **related information** | **understand:**   * the main idea * **key information** | |
| **Accuracy** |  |  |  |  | |
| **Content** | * on **very familiar and everyday** topics | * on **familiar** and **everyday** topics | * on **familiar and everyday** topics | * on a **variety** of **familiar, concrete,** and **researched** topics | |
| **Text Type** | * from **memorized or familiar words and phrases** when they are supported by gestures or visuals in **short** **conversations** | * from **simple sentences** in conversations | * from **simple sentences** in conversations | * in **short, straightforward** informational and literary conversations | |

## 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 can...*** | ***I can...*** | ***I can...*** | ***I can...*** |
| **Function** | * **present information** about my life and activities * **state preferences and opinions** | * present informationabout my life and activities * state preferences and opinions | * present information about my life and activities * stateand **make attempts** to **support preferences** and **opinions** | * **narrate personal experiences** * present information * **support viewpoint(s)** |
| **Accuracy** |  |  |  |  |
| **Content** | * on **very familiar and everyday** topics | * on **familiar** and **everyday** topics | * on familiar and everyday topics | * on a **variety** of familiar, **concrete,** and **researched** topics |
| **Text Type** | * using a **mixture** of **simple practiced or memorized words, phrases, and sentences** through spoken language | * using **simple sentences most of the time** through spoken language | * by **creating** and using **simple sentences** through spoken language | * by using **sentences and series of connected sentences** through spoken language |

## Presentational Writing Rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Shape  Description automatically generated with low confidence*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 can...*** | ***I can...*** | ***I can...*** | ***I can...*** |
| **Function** | * **present information** about my life and activities * **state preferences and opinions** | * present informationabout my life and activities * state preferences and opinions | * present information about my life and activities * stateand **make attempts** to **support preferences** and **opinions** | * **narrate personal experiences** * present information * **support viewpoint(s)** |
| **Accuracy** |  |  |  |  |
| **Content** | * on **very familiar and everyday** topics | * on **familiar** and **everyday** topics | * on familiar and everyday topics | * on a **variety** of familiar, **concrete,** and **researched** topics |
| **Text Type** | * using a **mixture** of **simple practiced or memorized words, phrases, and sentences** through written language | * using **simple sentences most of the time** through written language | * by **creating** and using **simple sentences** through written language | * by using **sentences and series of connected sentences** through written language |

## Interpersonal Rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Shape  Description automatically generated with low confidence**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 can...*** | ***I can...*** | ***I can...*** | ***I can...*** |
| **Function** | * **request** and **provide information** * **meet basic needs** * **express, preferences, feelings, and react to those of others** | * request and provide information * meet basic needs * express, **ask about** and react to preferences, feelings or opinions | * request and provide information * express, ask about and react **with some details** to preferences, feelings or opinions | * **exchange information, preferences, feelings or opinions** |
| **Accuracy** |  |  |  |  |
| **Content** | * on **very familiar** and **everyday** topics | * on **familiar** and **everyday** topics | * on familiar and everyday topics | * on a **variety** of familiar, **concrete,** and **researched** topics |
| **Text Type** | * using a **mixture** of **simple practiced or memorized words, phrases, and sentences** in conversations | * using a mixture of simple sentencesand **some original questions** in conversations, **most of the time** | * by **creating** s**imple sentences** and **asking appropriate follow-up questions** in conversations | * by creating **sentences** and **series of sentences** in conversations * by asking **follow-up questions** in conversations |