




NYSSB Rubric for the Culminating Project and Presentation in Modern Languages (Category 1-2)



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	INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH	ADVANCED LOW	ADVANCED MID
	<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"/> 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	understand: <input type="checkbox"/> the main message <input type="checkbox"/> the underlying message <input type="checkbox"/> most supporting details
Accuracy			<input type="checkbox"/> in various time frames	<input type="checkbox"/> across major time frames	<input type="checkbox"/> across major time frames
Content	<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	<input type="checkbox"/> on a wide variety of topics of interest (familiar, unfamiliar, concrete, academic, social, and professional)
Text Type	<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	<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	INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH	ADVANCED LOW	ADVANCED MID
	<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"/> 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	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 extended interactions
Accuracy			<input type="checkbox"/> often across various time frames	<input type="checkbox"/> across major time frames	<input type="checkbox"/> across major time frames
Content	<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,	<input type="checkbox"/> on a wide variety of topics of interest (familiar, unfamiliar, concrete, academic, social, and professional)
Text Type	<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	<input type="checkbox"/> by using a few paragraphs <input type="checkbox"/> by asking probing questions and providing detailed responses



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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	INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH	ADVANCED LOW	ADVANCED MID
	<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 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	<input type="checkbox"/> deliver detailed presentations and <input type="checkbox"/> present arguments with supporting evidence
Accuracy			<input type="checkbox"/> often across various time frames	<input type="checkbox"/> across major time frames	<input type="checkbox"/> across major time frames
Content	<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	<input type="checkbox"/> on a variety of concrete, academic, social, and professional topics of interest
Text Type	<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	<input type="checkbox"/> by using organized paragraphs