



NYSSB Rubric for the Culminating Project and Presentation in Classical Languages




General guidelines for the Culminating Project & Panel Presentation:

1. For the purpose of the NYSSB, classical language students are evaluated on their Interpretive Reading skills. Most commonly, students pursuing the NYSSB in a classical language will prepare an analysis of an authentic text written in the language being assessed and will present such analysis in English to the panel of reviewers.
2. This rubric has three parts:
 - a. The interpretive section used to evaluate the student’s Interpretive Reading skills in the classical language;
 - b. The interpersonal section used to evaluate the student’s Interpersonal Speaking skills in English during the panel interview following the presentation; and
 - c. The presentational section used to evaluate the student’s Presentational Speaking skills in English during the presentation.
3. Students should be assessed by a panel of reviewers consisting of two or more adults who are qualified speakers of the language being assessed.
 - a. The student’s current teacher should not be the sole reviewer of the project and presentation.
 - b. While schools are encouraged to recruit community members to serve on the panel of reviewers, evaluators should not be related to the student.
 - c. If there is only one adult speaker of the classical 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 classical language for the panel.

Culminating Project Scoring Sheet

Student Name:
Language being assessed:
Overall assessment: Culminating Project and Presentation <input type="checkbox"/> does <input type="checkbox"/> does not demonstrate the required level of proficiency to earn the NYSSB.
Assessment completed by (name, title):
Date:

Guiding Questions	PERFORMANCE INDICATORS					
	INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH	ADVANCED LOW	ADVANCED MID	ADVANCED HIGH
<p>Standard 1: Interpretive Communication (Latin) – 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> <div style="text-align: center; margin: 10px 0;">  </div> <p>What can I understand, interpret, or analyze in a range of diverse texts*, including authentic resources, that I hear, read, or view? The target performance level of Intermediate High in the classical language is required.</p>	<p>I can identify the topic, main idea, and related information from simple sentences in short texts.</p>	<p>I can understand the main idea and key information in short straightforward texts.</p>	<p>I can usually follow the main idea, main message, and flow of events in various time frames in straightforward paragraph-length texts.</p>	<p>I can identify the main and underlying messages and some supporting details across major time frames in texts.</p>	<p>I can understand the main and underlying messages and most supporting details across major time frames in texts.</p>	<p>I can follow the flow of ideas and infer meaning, including nuances and viewpoints, from complex language on unfamiliar, abstract topics within texts.</p>

*An authentic text in classical languages is one that was written during an earlier period of human history by and for native speakers of the classical language. Students pursuing the Seal in a classical language are assessed on interpretive reading in the classical language and in English for the other modes of communication.

Notes: