



# 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

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

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 <b>Intermediate High in the classical language</b> 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>

<p>STANDARD 2: Presentational Communication (English) – 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.</p>  <p>How can I present information and ideas to describe, inform, narrate, explain, or persuade? The target performance level of <b>Intermediate High in English</b> is required.</p>	<p>I can present information about my life and activities, state and make attempts to support preferences and opinions on familiar and everyday topics, by creating and using simple sentences.</p>	<p>I can narrate personal experiences, present information, and state and support viewpoint(s) on a variety of familiar, concrete, and researched topics, using sentences and series of connected sentences.</p>	<p>I can narrate experiences, present information including details, and state and support viewpoint(s) on a variety of familiar, concrete, and researched topics, using short paragraphs, often across various time frames.</p>	<p>I can deliver presentations and state viewpoint(s) with supporting evidence on some concrete, academic, social, and professional topics of interest, using paragraphs across major time frames.</p>	<p>I can deliver detailed presentations and present arguments with supporting evidence on a variety of concrete, academic, social, and professional topics of interest, using organized paragraphs across major time frames.</p>	<p>I can deliver cohesive presentations, present clear and accurate arguments with supporting evidence, and give complex and detailed narrations on a variety of complex, concrete, and abstract topics related to community interests and some specialized fields, and often deal with related issues hypothetically.</p>
<p>STANDARD 3: Interpersonal Communication (English) – Learners interact and negotiate meaning in spoken, visual, or written conversations to exchange information and express feelings, preferences, and opinions.</p>  <p>Interpersonal Communication How can I exchange information and ideas; and express, react to, and support preferences and opinions in conversations? The target performance level of <b>Intermediate High in English</b> is required.</p>	<p>I can request and provide information; express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions in conversations.</p>	<p>I can exchange information, preferences, feelings, or opinions on a variety of familiar and some researched topics, by creating sentences and series of sentences and asking follow-up questions in conversations.</p>	<p>I can exchange information, preferences, feelings, or opinions, on a variety of familiar, concrete, and researched topics, sometimes involving a complication, using connected sentences that may combine to form paragraphs and asking a variety of questions in conversations and discussions, often across various time frames.</p>	<p>I can interact and negotiate with others to exchange information and ideas, provide explanations and comparisons of preferences and opinions, and maintain conversations that may involve an unexpected complication on a variety of familiar, concrete, academic and social topics, using a few simple paragraphs across major time frames.</p>	<p>I can interact and negotiate with others to exchange information and ideas, provide explanations and comparisons of preferences and opinions, and maintain extended conversations on a wide variety of topics of interest (familiar, unfamiliar, concrete, and sometimes academic, social or professional), by asking probing questions and providing detailed responses across major time frames.</p>	<p>I can interact, negotiate, discuss, support, and sometimes debate a wide variety of topics (complex, concrete, abstract, academic, social, professional, and generally unfamiliar) and often address hypothetical issues, to possibly resolve an unexpected complication, using precise questions and explanations in conversations and discussions.</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:**