



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




General guidelines for the Culminating Project & Panel Presentation:

1. Students may be evaluated holistically on the three communication standards (interpretive, interpersonal, presentational).
2. This rubric may be used to evaluate both the project itself (scholarly essay, portfolio) as well as the oral presentation of the project to the panel.
 - a. The Interpretive mode may be evaluated prior to the presentation by the classroom teacher or project advisor.
 - b. The Interpersonal and Presentational modes are evaluated at the time of the presentation of the project.
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 the presentation is given in a low-incidence language or if there is only one adult speaker of the 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 language.
 - d. The entire presentation and panel interview must take place in the language being assessed.
4. Students, especially English Language Learners and Heritage Language Speakers, may represent all parts of the world and therefore may exhibit significant linguistic diversity relative to what is considered the “standard” version of any language. Panel members should avoid lowering the assessment due to a student’s accent, pronunciation, or culturally-specific vocabulary, so long as these aspects don’t hinder comprehension.

Culminating Project Scoring Sheet

Student Name:
Language being assessed:
Overall assessment: Culminating Project and Presentation <input type="checkbox"/> do <input type="checkbox"/> do 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
Standard 1: Interpretive Communication – Learners understand, interpret, and analyze what is heard, read, received, or viewed on a variety of topics, drawing on a range of diverse texts, including authentic resources. <div style="text-align: right; margin-top: 10px;">  </div> <p style="font-size: small; margin-top: 10px;">What can I understand, interpret, or analyze in a range of diverse texts*, including authentic resources, that I hear, read, receive or view?</p>	I can identify the topic, main idea, and related information from simple sentences in short informational and literary texts and conversations.	I can understand the main idea and key information in short straightforward informational and literary texts and conversations.	I can usually follow the main idea, main message, and flow of events in various time frames in straightforward paragraph-length texts, conversations, and discussions.	I can identify the main and underlying messages and some supporting details across major time frames in texts, conversations, and discussions.	I can understand the main and underlying messages and most supporting details across major time frames in texts, conversations, and discussions.	I can follow the flow of ideas and infer meaning, including nuances and viewpoints, from complex language on unfamiliar, abstract topics within texts, conversations, and discussions.

<p>STANDARD 2: Interpersonal Communication – Learners interact and negotiate meaning in spoken, visual, or written conversations to exchange information and express feelings, preferences, and opinions.</p>  <p>How can I exchange information and ideas; and express, react to, and support preferences and opinions in conversations?</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>
<p>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.</p>  <p>How can I present information and ideas to describe, inform, narrate, explain, or persuade?</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>

*The word “text” is defined as any medium that conveys information. For the purposes of these performance indicators, a text can be a print (e.g., infographic, article), an audio (e.g., song, podcast), a visual (e.g., image, painting), or an audiovisual (e.g., music video, multimedia presentation) resource.

Notes: