



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

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| Student Name: |
| Language being assessed: |
| Overall assessment: Culminating Project and Presentation does 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 |
| 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. What can I understand, interpret, or analyze in a range of diverse texts*, including authentic resources, that I hear, read, receive or view? | 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. |

