



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 and Interpersonal Speaking skills.
 - b. The interpersonal section used to evaluate the student's Interpersonal Speaking skills.
 - 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.

<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 Intermediate High in English 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>
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<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 Intermediate High in English 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.</p>
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