



# NYSSB Rubric for the Culminating Project and Presentation in Modern Languages (Category 3-4)



## Interpretive Rubric

Standard 1: Interpretive Communication Standard 1 - @ # 0 <b>understand, interpret, and analyze</b> what is heard, read, received, or viewed on a					
Dimensions	NOVICE HIGH	INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE	
<b>Function</b>	identify:  the <b>topic</b>  some isolated facts	identify:  the <b>topic</b>  the <b>main idea</b>  related <b>information</b>	<div style="background-color: #4F81BD; color: white; padding: 2px; text-align: center; font-weight: bold; margin-bottom: 5px;"><i>I can...</i></div> understand:  the <b>main idea</b>  <b>key information</b>	<div style="background-color: #4F81BD; color: white; padding: 2px; text-align: center; font-weight: bold; margin-bottom: 5px;"><i>I can...</i></div> usually follow:  the <b>main idea</b>  <b>main message</b>  <b>flow of events</b>	<div style="background-color: #4F81BD; color: white; padding: 2px; text-align: center; font-weight: bold; margin-bottom: 5px;"><i>I can...</i></div> identify:  the <b>main message</b>  the <b>underlying message</b>  <b>some supporting details</b>
<b>Content</b>	on <b>familiar and everyday</b> topics	on <b>familiar and everyday</b> topics	on a <b>variety of familiar and some researched</b> topics	on <b>concrete and researched</b> topics, <b>some messages</b> , and <b>a complex</b> situation	on a <b>variety of familiar, concrete, academic, and social</b> topics
<b>Text Type</b>	simple sentences in <b>short informational and literary</b> texts				





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