



## NYS World Language Rubric Templates and Master Rubrics Modern Languages

The following **templates** are created for your convenience in designing customized rubrics to evaluate and provide feedback on performance tasks aligned with the NYS Learning Standards for World Languages (2021). You will find templates that allow you to create **four-point**, **three-point** and **single-point** rubrics for Interpretive, Interpresonal, and Presentational performance tasks.

To create a customized rubric:

- 1. Select your preferred rubric type (four-point, three-point, single point).
- 2. Then select the template associated with the mode of communication of the performance task (Interpretive, Interpersonal, Presentational).
- 3. Identify the proficiency Checkpoint, course, and performance target.
- 4. Identify the Can-Do Statement and describe the performance task.
- 5. From the **master rubrics** (located after the templates), **copy and paste** relevant descriptors into your selected rubric template.

Click on the **hyperlinked standard** to go to that standard's master rubric. **Copy and paste** the relevant range of descriptors for the targeted proficiency level, based on the category of language that you teach, into your selected rubric template.

You will note that each template includes rubric language for assessing culture, **Standards 4 and 5**. **Use, modify, or delete** rubric language for Standards 4 and 5 **in accordance with the nature and content of the performance task**.

These templates are not prescriptive. They are designed to facilitate the task of creating customized rubrics.

## Four-Point Rubric

Course: Checkpoint [] - Year [] (Level []) Performance Target: [] Standard 1: Interpretive Communication Standard 4: Relating Cultural Products and Practices to Perspectives Standard 5: Cultural Comparisons

## Can Do Statements:

Dimensions	Emerging (1)	Developing (2)	Meets Expectation (3)	Exceeds Expectation (4)
	I can	I can	I can	I can
Understanding - What can I understand?				
Vocabulary - What words can I recognize and make meaning from?				
<b>Communicator's Purpose</b> - How well can I infer the communicator's intent?				
<b>Text Organization</b> - How well can I infer the organization and presentation of the text?				
<b>Cultural Products and Practices</b> – What cultural products and/or practices can I identify, describe, or explain?				
<b>Cultural Perspectives</b> – What cultural perspectives can I identify, describe, or explain?				
<b>Cultural Comparisons</b> – What cultural comparisons can I identify, describe, or explain?				

### Four-Point Rubric

Course: Checkpoint [] - Year [] (Level []) Performance Target: [] Standard 2: Interpersonal Communication Standard 4: Relating Cultural Products and Practices to Perspectives Standard 5: Cultural Comparisons

## Can Do Statements:

Dimensions	Emerging (1)	Developing (2)	Meets Expectation (3)	Exceeds Expectation (4)
	I can	I can	I can	I can
<b>Communication</b> – How well do I fulfill the purpose for communication?				
<b>Discourse Type</b> - What language do I use?				
Vocabulary - What words can I use to communicate?				
Expression - How do I express myself?				
Comprehensibility - How well am I understood?				
<b>Control</b> - How accurately is my message communicated?				
Understanding - Do I understand what others communicate to me?				
Cultural Products and Practices – What cultural products and/or practices can I identify, describe, or explain?				
Cultural Perspectives – What cultural perspectives can I identify, describe, or explain?				
<b>Cultural Comparisons</b> – What cultural comparisons can I identify, describe, or explain?				

### Four-Point Rubric

Course: Checkpoint [] - Year [] (Level []) Performance Target: [] Standard 3: Presentational Communication Standard 4: Relating Cultural Products and Practices to Perspectives Standard 5: Cultural Comparisons

### **Can Do Statements:**

Dimensions	Emerging (1)	Developing (2)	Meets Expectation (3)	Exceeds Expectation (4)
	I can	I can	I can	I can
<b>Communication</b> – How well do I achieve the purpose for communication?				
<b>Discourse Type</b> - What language do I use?				
Vocabulary - What words can I use to communicate?				
<b>Comprehensibility</b> - How well am I understood?				
<b>Control</b> - How accurately is my message communicated?				
<b>Organization</b> - How do I organize my ideas?				
<b>Cultural Products and Practices</b> – What cultural products and/or practices can I identify, describe, or explain?				
<b>Cultural Perspectives</b> – What cultural perspectives can I identify, describe, or explain?				
<b>Cultural Comparisons</b> – What cultural comparisons can I identify, describe, or explain?				

#### **Three-Point Rubric**

Course: Checkpoint [] - Year [] (Level []) Performance Target: [] Standard 1: Interpretive Communication Standard 4: Relating Cultural Products and Practices to Perspectives Standard 5: Cultural Comparisons

#### **Can Do Statements:**

Dimensions	Developing (1) [ ]	Meets Expectation (2) [ ]	Exceeds Expectation (3) [ ]
	I can	I can	I can
Understanding - What can I understand?			
Vocabulary - What words can I recognize and make meaning from?			
<b>Communicator's Purpose</b> - How well can I infer the communicator's intent?			
Text Organization - How well can I infer the organization and presentation of the text?			
Cultural Products and Practices – What cultural products and/or practices can I identify, describe, or explain?			
Cultural Perspectives – What cultural perspectives can I identify, describe, or explain?			

Cultural Comparisons – What cultural		
comparisons can I identify, describe, or explain?		

## **Three-Point Rubric**

Course: Checkpoint [] - Year [] (Level []) Performance Target: [] Standard 2: Interpersonal Communication Standard 4: Relating Cultural Products and Practices to Perspectives Standard 5: Cultural Comparisons

### Can Do Statements:

Dimensions	Developing (1)	Meets Expectation (2)	Exceeds Expectation (3)
	I can	I can	I can
<b>Communication</b> – How well do I fulfill the purpose for communication?			
Discourse Type - What language do I use?			
Vocabulary - What words can I use to communicate?			
Expression - How do I express myself?			
Comprehensibility - How well am I understood?			
Control - How accurately is my message communicated?			
<b>Understanding</b> - Do I understand what others communicate to me?			
<b>Cultural Products and Practices</b> – What cultural products and/or practices can I identify, describe, or explain?			
Cultural Perspectives – What cultural perspectives can I identify, describe, or explain?			
Cultural Comparisons – What cultural comparisons can I identify, describe, or explain?			

## **Three-Point Rubric**

Course: Checkpoint [] - Year [] (Level []) Performance Target: [] Standard 3: Presentational Communication Standard 4: Relating Cultural Products and Practices to Perspectives Standard 5: Cultural Comparisons

## Can Do Statements:

Dimensions	Developing (1)	Meets Expectation (2)	Exceeds Expectation (3)
	I can	I can	I can
<b>Communication</b> – How well do I achieve the purpose for communication?			
Discourse Type - What language do I use?			
Vocabulary - What words can I use to communicate?			
Comprehensibility - How well am I understood?			
Control - How accurately is my message communicated?			
Organization - How do I organize my ideas?			
<b>Cultural Products and Practices</b> – What cultural products and/or practices can I identify, describe, or explain?			
<b>Cultural Perspectives</b> – What cultural perspectives can I identify, describe, or explain?			
Cultural Comparisons – What cultural comparisons can I identify, describe, or explain?			

## Single-Point Rubric Course: Checkpoint [] - Level [] Performance Target: [] Standard 1: Interpretive Communication Standard 4: Relating Cultural Products and Practices to Perspectives Standard 5: Cultural Comparisons

#### **Can-Do Statement:**

	Suggestions for growth	Meets Expectations for [ ] I can	+ Evidence of "leveling up"
Understanding - What can I understand?			
Vocabulary - What words can I recognize and make meaning from?			
<b>Communicator's Purpose</b> - How well can I infer the communicator's intent?			
<b>Text Organization</b> - How well can I infer the organization and presentation of the text?			
Cultural Products and Practices - What cultural products and/or practices can I identify, describe, or explain?			
Cultural Perspectives – What cultural perspectives can I identify, describe, or explain?			
Cultural Comparisons – What cultural comparisons can I identify, describe, or explain?			

Single-Point Rubric Course: Checkpoint [] - Level [] Performance Target: [] Standard 2: Interpersonal Communication Standard 4: Relating Cultural Products and Practices to Perspectives Standard 5: Cultural Comparisons

### **Can-Do Statement:**

	Suggestions for growth	Meets Expectations for [ ] I can	+ Evidence of "leveling up"
<b>Communication</b> – How well do I fulfill the purpose for communication?			
Discourse Type - What language do I use?			
Vocabulary - What words can I use to communicate?			
Expression - How do I express myself?			
Comprehensibility - How well am I understood?			
<b>Control</b> - How accurately is my message communicated?			
<b>Understanding</b> - Do I understand what others communicate to me?			
<b>Cultural Products and Practices</b> – What cultural products and/or practices can I identify, describe, or explain?			
Cultural Perspectives – What cultural perspectives can I identify, describe, or explain?			
Cultural Comparisons – What cultural comparisons can I identify, describe, or explain?			

## Single-Point Rubric Course: Checkpoint [] - Level [] Performance Target: [] Standard 3: Presentational Communication Standard 4: Relating Cultural Products and Practices to Perspectives Standard 5: Cultural Comparisons

### **Can-Do Statement:**

	Suggestions for growth	Meets Expectations for [ ] I can	+ Evidence of "leveling up"
<b>Communication</b> – How well do I achieve the purpose for communication?			
Discourse Type - What language do I use?			
Vocabulary - What words can I use to communicate?			
<b>Comprehensibility</b> - How well am I understood?			
<b>Control</b> - How accurately is my message communicated?			
Organization - How do I organize my ideas?			
Cultural Products and Practices – What cultural products and/or practices can I identify, describe, or explain?			
<b>Cultural Perspectives</b> – What cultural perspectives can I identify, describe, or explain?			
<b>Cultural Comparisons</b> – What cultural comparisons can I identify, describe, or explain?			

# **Standard 1: Interpretive Communication**

**Standard 1** - Interpretive Communication: Learners **understand**, **interpret**, and **analyze** what is **heard**, **read**, **received**, or **viewed** on a variety of topics, using a range of diverse texts, including authentic resources.

Proficiency Ranges for Modern Languages (Category 1-2) Checkpoint A: Novice Mid - Novice High Checkpoint B: Intermediate Low - Intermediate Mid Checkpoint C: Intermediate Mid - Intermediate High Proficiency Ranges for Modern Languages (Category 3-4) Checkpoint A: Novice Mid - Novice High Checkpoint B: Novice High - Intermediate Low Checkpoint C: Intermediate Low - Intermediate Mid

Dimensions	NOVICE MID	NOVICE HIGH	INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
	I can	I can	I can	I can	I can
Understanding - What can I	identify some isolated	identify the topic and	identify the topic and	identify the main idea	identify the main idea
understand?	facts from a short print	some isolated facts from	related details from a	and some supporting	and many supporting
	text, sound clip, video or	a short print text, sound	short print text, sound	details from a short,	details from a print text,
	image about a very	clip, video, or image on	clip, video, or image on	straightforward print	sound clip, video or
	familiar topic using	a familiar topic.	a familiar topic.	text, sound clip, video,	image on a mostly
	visual support when			or image on a mostly	familiar topic written in
	present.			familiar topic.	various time frames.
Vocabulary - What words can I	identify words I've	identify words and	identify words and	identify words and	identify words and
recognize and make meaning	learned and some	phrases I've learned and	phrases I've learned,	phrases I've learned,	phrases I've learned,
from?	cognates using visual	some cognates.	determine the meaning	determine the meaning	determine the meaning
	supports when present.		of most cognates, and	of cognates, and infer	of cognates, and infer
			infer the meaning of	the meaning of several	the meaning of most
			some unfamiliar words	unfamiliar words in	unfamiliar words in
			in context.	context.	context.
Communicator's Purpose - How				make some inferences	make inferences about
well can I infer the				about the intent of the	the intent of the
communicator's intent?				communicator's choices	communicator's choices
				(e.g., word, content).	(e.g., word, content).
Text Organization - How well				make some inferences	make inferences about
can I infer the organization and				about the organization	the organization and
presentation of the text?				and presentation of a	presentation of a print
				print text, sound clip,	text, sound clip, video,
				video, or image.	or image.

	Standard 2: Interpersonal Communication					
-	communication: Learners inte				to exchange information	
and express feelings, prefer			Drofisiona, Dongos for Mod	ern Languages (Category 3-4	1	
Checkpoint A: Novice Mid -	ern Languages (Category 1-2)		Checkpoint A: Novice Mid -		)	
Checkpoint B: Intermediate Low - Intermediate Mid						
Checkpoint C: Intermediate			Checkpoint C: Intermediate			
Dimensions	NOVICE MID	NOVICE HIGH	INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH	
	I can	I can	l can	I can	I can	
Communication – How	complete the task using	complete the task using	complete the task using	complete the task using	complete the task using	
well do I fulfill the purpose	the targeted language	the targeted language	the targeted language	the targeted language	the targeted language	
for communication?	function.	function.	function(s).	function(s).	function(s).	
Discourse Type - What	use single words, short	use simple sentences and	consistently use complete	consistently use complete	consistently use strings of	
language do I use?	phrases.	ask some simple	sentences and ask	sentences and strings of	complete sentences with	
		questions.	questions.	sentences with	attempts to connect and	
				elaboration. I ask	organize the sentences. I	
				follow-up questions.	ask follow-up questions.	
Vocabulary - What words	use memorized words	use short formulaic	use familiar vocabulary	use a variety of	use a wide variety of	
can I use to communicate?	and formulaic phrases.	expressions and	and sometimes use	vocabulary and use	general and some specific	
		high-frequency	circumlocution when I	circumlocution when	vocabulary.	
		vocabulary words.	am missing a needed	necessary.		
			word.			
Expression - How do I	respond to questions.	sometimes express	express original ideas and	express original ideas on	express original ideas on	
express myself?		original ideas; and	respond and react in	familiar topics in	familiar and researched	
		consistently respond and	conversations. I ask	conversations. I ask a	topics in conversations. I	
		react in conversations. I	questions and initiate the	variety of questions and	ask a wide variety of	
		sometimes ask questions	conversation with partial	maintain the	questions and maintain	
		and initiate the conversation.	control of present time.	conversation with full control of present time.	the conversation with partial control of past,	
		conversation.		control of present time.	present, and future time.	
					I sometimes handle	
					complications.	
Comprehensibility - How	be understood with effort	usually be understood by	be understood with some	be easily understood by	be usually understood by	
well am I understood?	by someone used to	someone used to	effort by those	those accustomed to	all speakers of the	
	communicating with	communicating with	accustomed to	communicating with	language with only an	
	novice language learners	novice language learners	communicating with	developing language	occasional breakdown in	
	(e.g., attempt	(e.g., pronunciation,	developing language	learners (e.g.,	comprehension (e.g.,	
	pronunciation, signing,	signing, spelling,	learners. (e.g.,	pronunciation, signing,	pronunciation, signing,	
	spelling, accentuation).	accentuation).	pronunciation, signing,	spelling, accentuation).	spelling, accentuation).	
			spelling, accentuation).			

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Dimensions	NOVICE MID	NOVICE HIGH	INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
	I can	I can	I can	I can	I can
<b>Control</b> - How accurately is	be accurate with	be accurate with	be accurate with original	be accurate with original	be mostly accurate with
my message	language chunks I have	memorized language, but	complete sentences in	complete sentences and	original paragraphs in the
communicated?	memorized.	my accuracy decreases	present time.	strings of sentences in	past, present, and future
		when I express original		the present, but my	times.
		ideas in complete		accuracy decreases when	
		sentences.		I use other time frames.	
Understanding - Do I	understand single words	understand some simple	understand questions	understand questions	understand the main idea
understand what others	and short phrases. I	questions and	and statements. I	and statements in	and most details in
communicate to me?	frequently need to have	statements. I sometimes	sometimes to have	conversations.	conversations.
	messages repeated.	need to have messages	messages repeated.		
		repeated.			

## **Standard 3: Presentational Communication**

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.

Proficiency Ranges for Modern Languages (Category 1-2) Checkpoint A: Novice Mid - Novice High Checkpoint B: Intermediate Low - Intermediate Mid Checkpoint C: Intermediate Mid - Intermediate High Proficiency Ranges for Modern Languages (Category 3-4) Checkpoint A: Novice Mid - Novice High Checkpoint B: Novice High - Intermediate Low Checkpoint C: Intermediate Low - Intermediate Mid

Dimensions	NOVICE MID	NOVICE HIGH	INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
	I can	I can	I can	I can	I can
<b>Communication</b> – How well do I achieve the purpose for communication?	complete the task using the targeted language function.	complete the task using the targeted language function.	complete the task using the targeted language function(s).	complete the task using the targeted language function(s).	complete the task using the targeted language function(s).
<b>Discourse Type</b> - What language do I use?	use single words, memorized phrases.	use sentences made up of memorized words.	consistently use complete sentences.	consistently use complete sentences and strings of sentences with elaboration.	consistently use strings of sentences and frequently use paragraphs.
Vocabulary - What words can I use to communicate?	use memorized words and formulaic phrases.	use short formulaic expressions and high-frequency vocabulary words.	use familiar vocabulary and sometimes use circumlocution when I am missing a needed word.	use a variety of vocabulary and use circumlocution when necessary.	use a wide variety of general and some specific vocabulary.
Comprehensibility - How well am I understood?	be understood with effort by someone used to communicating with novice language learners (e.g., attempt pronunciation, signing, spelling, accentuation).	usually be understood by someone used to communicating with novice language learners (e.g., pronunciation, signing, spelling, accentuation).	be understood with some effort by those accustomed to communicating with developing language learners (e.g., pronunciation, signing, spelling, accentuation).	be easily understood by those accustomed to communicating with developing language learners (e.g., pronunciation, signing, spelling, accentuation).	be usually understood by all speakers of the language with only an occasional breakdown in comprehensibility (e.g., pronunciation, signing, spelling, accentuation).
<b>Control</b> - How accurately is my message communicated?	be accurate with language chunks I have memorized.	be accurate with memorized language, but my accuracy decreases when I express original ideas in complete sentences.	be accurate with original complete sentences in present time.	be accurate with original complete sentences and strings of sentences in the present, but my accuracy decreases when I use other time frames.	be mostly accurate with original paragraphs in the past, present, and future times.
<b>Organization</b> - How do I organize my ideas?		attempt to organize ideas by time or sequence of events.	organize ideas by time or sequence of events.	mostly organize ideas in a logical sequence, although the beginning or ending may be incomplete.	organize and connect ideas in a logical sequence with a clear beginning, middle and end.

# **Standard 4: Relating Cultural Practices and Products to Perspectives\***

**Standard 4** - Relating Cultural Practices and Products to Perspectives: Learners use the target language to **identify**, **describe**, and **explain** the practices and products of the cultures studied as well as the cultural perspectives they suggest.

Proficiency Ranges for Modern Languages (Category 1-2) Checkpoint A: Novice Mid - Novice High Checkpoint B: Intermediate Low - Intermediate Mid Checkpoint C: Intermediate Mid - Intermediate High

Proficiency Ranges for Modern Languages (Category 3-4) Checkpoint A: Novice Mid - Novice High Checkpoint B: Novice High - Intermediate Low Checkpoint C: Intermediate Low - Intermediate Mid

Dimensions	NOVICE MID	NOVICE HIGH	INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
	I can	I can	I can	I can	I can
Cultural Products and Practices	identify cultural	identify cultural	describe cultural	describe cultural	describe cultural
<ul> <li>What cultural products and/or practices can I identify, describe, or explain?</li> </ul>	products and practices.	products and practices and attempt to describe them.	products and practices.	products and practices.	products and practices and attempt to explain them.
<b>Cultural Perspectives</b> – What cultural perspectives can I identify, describe, or explain?	identify a cultural perspective with assistance.	identify a cultural perspective and attempt to describe it.	describe a cultural perspective.	describe a cultural perspective.	describe a cultural perspective and attempt to explain it.

\* The dimensions from the rubric for Standard 4 can be added to the one-point or four-point evaluation rubric for any communicative performance task for Standards 1, 2 or 3 that allow teachers to assess also for cultural practices, products, and perspectives. The descriptors can simply be copied into the rubric designed for the performance task.

# Standard 5: Cultural Comparisons\*

**Standard 5** - Cultural Comparisons: Learners use the target language to **compare** the products and practices of the cultures studied and their own.

Proficiency Ranges for Modern Languages (Category 1-2)

Checkpoint A: Novice Mid - Novice High Checkpoint B: Intermediate Low - Intermediate Mid

Checkpoint C: Intermediate Mid - Intermediate High

Proficiency Ranges for Modern Languages (Category 3-4) Checkpoint A: Novice Mid - Novice High Checkpoint B: Novice High - Intermediate Low Checkpoint C: Intermediate Low - Intermediate Mid

Dimensions	NOVICE MID	NOVICE HIGH	INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
	I can				
Cultural Comparisons – What	identify simple	identify simple	describe similarities	describe similarities	describe similarities
cultural comparisons can I	comparisons between	comparisons between	and differences	and differences	and differences
identify, describe, or explain?	products and	products and	between products	between products	between products
	practices of a target	practices of a target	and practices of a	and practices of a	and practices of a
	culture and my own.	culture and my own	target culture and my	target culture and my	target culture and my
		and attempt to	own.	own.	own and attempt to
		describe them.			explain them.

\* The dimensions from the rubric for Standard 5 can be added to the one-point or four-point evaluation rubric for any communicative performance task for Standards 1, 2 or 3 that allow teachers to assess also for cultural comparisons. This descriptor can simply be copied into the rubric designed for the performance task.