How to Use the NYS World Language Learning Standards Rubrics
Classical Languages

The Master Rubrics

The master rubrics for each of the five NYS Learning Standards for World Languages are designed with two primary goals in mind: (1) to give teachers a basic structure from which to create rubrics customized to a given proficiency target and performance task, and (2) to provide learners feedback on their standards-based performances and proficiency development. Each master rubric consists of one or more dimensions associated with the given standard. Dimensions are elaborated with a learner-friendly question and subsequently described for each proficiency target using an "I Can" statement.

Customizing the Rubrics

The master rubrics are analytic rubrics. Teachers may choose to use the master rubrics as they are presented; they may extract descriptors specific to a contiguous set of proficiency targets to create three- or four-point rubrics or a single proficiency target to create single-point rubrics; or they may aggregate the descriptors associated with a given proficiency target to create holistic rubrics. With the exception of holistic rubrics, student work is evaluated separately on each dimension. With holistic rubrics, student work is assigned a single score, similar to the Advanced Placement (AP) Exam task evaluation. Teachers should choose the rubric type appropriate for the performance task, the needs of learners, and the type of feedback desired.

To customize the rubrics, teachers can copy and paste the descriptors from the master rubrics directly into four-point, three-point, or single-point rubrics designed to provide learners with feedback on specific performance tasks. *Areas shaded in gray in the master rubrics represent dimensions that do not need to be assessed at the indicated proficiency target.* Teachers may also choose to add task-specific dimensions to rubrics. In addition, teachers can replace generic language in a descriptor with task-specific characteristics to give learners additional guidance and feedback in assessing their performance.

Four-Point Rubrics

A four-point rubric usually has columns describing four levels of performance: the proficiency target, two levels below and one level above. For example, for a Checkpoint C Level 4 class with a proficiency target of Intermediate Low for Presentational Writing, the four columns represented would be Novice Mid, Novice High, Intermediate Low (target) and Intermediate Mid (above target). These columns can be labeled Emerging, Developing, Meets Expectations, and Exceeds Expectations. In the sample rubric, language for assessing the cultural products and practices dimension of Standard 4 is also included. The proficiency target for Standard 4 at Checkpoint C Level 4 is Intermediate Mid. Therefore, the language from the Master Rubrics for Intermediate Mid is in the target column, with Intermediate High in the above target column. An advantage of the four-point rubric is that it gives specific feedback on each evaluated dimension and offers a description of a performance that exceeds expectations to encourage risk-taking, goal setting, and leveling up.

Three-Point Rubrics

A three-point rubric usually has columns describing three levels of performance: the proficiency target, one level below and one level above. For example, for a Checkpoint C Level 4 class with a proficiency target of

Intermediate Low for Presentational Writing, the three columns represented would be Novice High, Intermediate Low and Intermediate Mid. This task also allows assessment of Standard 4. The proficiency target for Standard 4 at Checkpoint C Level 4 is Intermediate Mid. Therefore, the language from the Master Rubrics for Intermediate Mid is in the target column, with Intermediate High in the above target column. These columns can be labeled Developing, Meets Expectations, and Exceeds Expectation. One advantage of using a three-point rubric is that it provides feedback for each dimension. A disadvantage with the three-point rubric is that it can be a temptation to "split the difference" when evaluating a learner's performance to avoid giving the lowest of the three scores.

Single Point Rubrics
In single-point rubrics, only the descriptors for a performance that matches the proficiency target are provided. This can help learners focus on what is expected by presenting only one set of descriptors specific to a proficiency target of the task. The ▲ (delta) column allows the teacher to write feedback if the student has not met the target for that dimension in order to help the student make improvements. (The Greek letter ▲ (delta) is used in the sciences to refer to change. Feedback in the delta column offers suggestions for what the student can change.) The + (plus) column allows the teacher to point out ways the student has exceeded the targeted level of performance or to give feedback to help the student "level up" in future tasks.

Converting to Grades
The goal of the rubrics is to provide specific feedback to learners on how their performance measures up to the current proficiency target. Additional feedback can be provided by the teacher in the form of "Delta/Plus" (▲ /+) comments, or by additional columns of descriptors in three- or four-point rubrics.

That being said, in most educational settings, there is a need to assign a numerical or letter equivalent grade to align with school reporting formats. The Office of Bilingual Education and World Languages at the NYS Education Department does not recommend a solution to this issue. *The equivalency of learner performance and numerical or letter grading is a local decision.*

Reference List of Source Rubrics

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l-high-school-rubrics-for-modern-languages/

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 Classical Languages Reading	Proficiency Ranges for Classical Languages Listening
Checkpoint A: Novice High-Novice High	Checkpoint A: Novice Mid
Checkpoint B: Intermediate Low - Intermediate Mid	Checkpoint B: Novice High
Checkpoint C: Intermediate Mid - Intermediate High	Checkpoint C: Intermediate Low

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

Standard 2: Presentational Communication

Standard 2 - 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 Classical Languages Speaking	Proficiency Ranges for Classical Languages Writing
Checkpoint A: Novice Mid	Checkpoint A: Novice Mid
Checkpoint B: Novice High	Checkpoint B: Novice High
Checkpoint C: Novice High	Checkpoint C: Intermediate Low

Dimensions	NOVICE MID	NOVICE HIGH	INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
	I can...	*I can...*	*I can...*	*I can...*	*I can...*
Communication – 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).
Discourse Type - 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).
Control - 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.
Organization - 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 3: Interpersonal Communication

Standard 3 - Interpersonal Communication: Learners interact and negotiate meaning in spontaneous, **spoken, visual**, or **written** communication **to exchange information** and **express feelings, preferences,** and **opinions**.

Proficiency Ranges for Classical Languages: Checkpoint A: Novice Mid, Checkpoint B: Novice Mid, Checkpoint C: Novice High

Dimensions	NOVICE MID	NOVICE HIGH	INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
	I can...	*I can...*	*I can...*	*I can...*	*I can...*
Communication – How well do I fulfill 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).
Discourse Type - What language do I use?	use single words, short phrases.	use simple sentences and ask some simple questions.	consistently use complete sentences and ask questions.	consistently use complete sentences and strings of sentences with elaboration. I ask follow-up questions.	consistently use strings of complete sentences with attempts to connect and organize the sentences. I ask follow-up questions.
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.
Expression - How do I express myself?	respond to questions.	sometimes express original ideas; and consistently respond and react in conversations. I sometimes ask questions and initiate the conversation.	express original ideas and respond and react in conversations. I ask questions and initiate the conversation with partial control of present time.	express original ideas on familiar topics in conversations. I ask a variety of questions and maintain the conversation with full control of present time.	express original ideas on familiar and researched topics in conversations. I ask a wide variety of questions and maintain the conversation with partial control of past, present, and future time. I sometimes handle complications.
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 comprehension (e.g., pronunciation, signing, spelling, accentuation).
Control - 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.
Understanding - Do I understand what others communicate to me?	understand single words and short phrases. I frequently need to have messages repeated.	understand some simple questions and statements. I sometimes need to have messages repeated.	understand questions and statements. I sometimes need to have messages repeated.	understand questions and statements in conversations.	understand the main idea and most details in conversations.

Standard 4: Relating Cultural Practices and Products to Perspectives*

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

Proficiency Ranges for Classical Languages
Checkpoint A: Novice Mid - Novice High
Checkpoint B: Intermediate Low - Intermediate Mid
Checkpoint C: Intermediate Mid - Intermediate High

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 – What cultural products and/or practices can I identify, describe, or explain?	identify cultural products and practices.	identify cultural products and practices and attempt to describe them.	describe cultural products and practices.	describe cultural products and practices.	describe cultural products and practices and attempt to explain them.
Cultural Perspectives – 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 knowledge of classical languages to **compare** the products and practices of the cultures studied and their own.

Proficiency Ranges for Classical Languages
Checkpoint A: Novice Mid - Novice High
Checkpoint B: Intermediate Low - Intermediate Mid
Checkpoint C: Intermediate Mid - Intermediate High

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

Sample Four-Point Rubric
Course: Checkpoint C - Year 1 (Level 4)
Standard 2: Presentational Communication   Performance Target**: Intermediate Low**
Standard 4: Cultural Products, Practices & Perspectives Performance Target: **Intermediate Mid**

Can Do Statements: I can narrate the main events of a classical legend.

Task: Create a graphic novel version of one episode of the Labors of Hercules. Include dialogue and captions to narrate the story.

Dimensions	Emerging (1) *Novice Mid*	Developing (2) *Novice High*	Meets Expectation (3) *Intermediate Low*	Exceeds Expectation (4) *Intermediate Mid*
	I can...	*I can...*	*I can...*	*I can...*
Communication – How well do I fulfill the purpose for communication?	attempt to complete the task with some attention to the targeted language function(s).	mostly complete the task with attention to the targeted language functions(s).	complete the task using the targeted language function(s).	complete and expand on the task using the targeted language function(s).
Discourse Type - 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.
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.
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).
Control - 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.
Organization - 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.
Cultural Products and Practices – What cultural products and/or practices can I identify, describe, or explain? **(IM)**	identify cultural products and practice and attempt to describe them.	describe cultural products and practices.	describe cultural products and practices in multiple complete sentences.	describe cultural products and practices and attempt to explain them.

Sample Three-Point Rubric
Course: Checkpoint C - Year 1 (Level 4)   Performance Target: **Intermediate Low**
Standard 2: Presentational Communication
Standard 4: Cultural Products, Practices & Perspectives

Can Do Statements: I can narrate the main events of a classical legend.

Task: Create a graphic novel version of one episode of the Labors of Hercules. Include dialogue and captions to narrate the story.

Dimensions	Developing (1) _Novice High_	Meets Expectation (2) _Intermediate Low_	Exceeds Expectation (3) _Intermediate Mid_
	I can...	_I can..._	_I can..._
Communication – How well do I fulfill the purpose for communication?	mostly complete the task with attention to the targeted language functions(s).	complete the task using the targeted language function(s).	complete and expand on the task using the targeted language function(s).
Discourse Type - What language do I use?	use sentences made up of memorized words.	consistently use complete sentences.	consistently use complete sentences and strings of sentences with elaboration.
Vocabulary - What words can I use to communicate?	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.
Comprehensibility - How well am I understood?	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).
Control - How accurately is my message communicated?	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.
Organization - 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.
Cultural Products and Practices – What cultural products and/or practices can I identify, describe, or explain? **(IM)**	describe cultural products and practices.	describe cultural products and practices in multiple complete sentences.	describe cultural products and practices and attempt to explain them.

Sample Rubrics based on the Master NYS World Language Learning Standards Rubrics

Sample Single-Point Rubric
Course: Checkpoint B - Level 2
Standard 3: Interpersonal Communication   Performance Target: **Novice High**
Standard 5: Cultural Comparisons   Performance Target: **Intermediate Low**

Can-Do Statement: I can exchange information about daily life in Pompeii before the eruption of Mt. Vesuvias.
I can compare daily life in Pompei with daily life in my town.

Task: In a conversation in Latin with a classmate, compare characteristics of daily life in Pompei with daily life in your own town. Record your ideas on a Venn Diagram.

	▲	Meets Expectations for **_Novice High_** _I can…._	+
Communication – How well do I fulfill the purpose for communication? *		complete the task using the targeted language function.	
Discourse Type - What language do I use?		use simple sentences and ask some simple questions.	
Vocabulary - What words can I use to communicate?		use short formulaic expressions and high-frequency vocabulary words.	
Expression - How do I express myself?		sometimes express original ideas; and consistently respond and react in conversations. I sometimes ask questions and initiate the conversation.	
Comprehensibility - How well am I understood?		usually be understood by someone used to communicating with novice language learners (e.g., pronunciation, signing, spelling, accentuation).	
Control - How accurately is my message communicated?		be accurate with memorized language, but my accuracy decreases when I express original ideas in complete sentences.	
Understanding - Do I understand what others communicate to me?		understand some simple questions and statements. I sometimes need to have messages repeated.	
Cultural Comparisons – What cultural comparisons can I identify, describe, or explain? **(IL)**		describe similarities and differences between products and practices of a target culture and my own.	