

NYS World Language Three-Point Rubric Templates and Master Rubrics Classical 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, Presentational, and Interpersonal 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, Presentational, Interpersonal).
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.

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:

Task:

| Dimensions | Developing (1) [] <i>I can...</i> | Meets Expectation (2) [] <i>I can...</i> | Exceeds Expectation (3) [] <i>I can...</i> |
|--|---|--|--|
| Understanding - What can I understand? | | | |
| Vocabulary - What words can I recognize and make meaning from? | | | |
| Communicator's Purpose - 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: [Presentational Communication](#)

Standard 4: [Relating Cultural Products and Practices to Perspectives](#)

Standard 5: [Cultural Comparisons](#)

Can Do Statements:

Task:

| Dimensions | Developing (1) [] <i>I can...</i> | Meets Expectation (2) [] <i>I can...</i> | Exceeds Expectation (3) [] <i>I can...</i> |
|--|---|--|--|
| Communication – 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? | | | |
| 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 3: [Interpersonal Communication](#)

Standard 4: [Relating Cultural Products and Practices to Perspectives](#)

Standard 5: [Cultural Comparisons](#)

Can Do Statements:

Task:

| Dimensions | Developing (1) [] <i>I can...</i> | Meets Expectation (2) [] <i>I can...</i> | Exceeds Expectation (3) [] <i>I can...</i> |
|--|---|--|--|
| Communication – 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? | | | |
| 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? | | | |
| Cultural Comparisons – 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**, or **viewed** on a variety of topics, using a range of diverse texts, including authentic resources.

Proficiency Ranges for Classical Languages Reading

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

Proficiency Ranges for Classical Languages Listening

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

| Dimensions | NOVICE MID | NOVICE HIGH | INTERMEDIATE LOW | INTERMEDIATE MID | INTERMEDIATE HIGH |
|--|---|--|---|--|---|
| | <i>I can...</i> | <i>I can...</i> | <i>I can...</i> | <i>I can...</i> | <i>I can...</i> |
| 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

Checkpoint A: Novice Mid
 Checkpoint B: Novice High
 Checkpoint C: Novice High

Proficiency Ranges for Classical Languages Writing

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

| Dimensions | NOVICE MID | NOVICE HIGH | INTERMEDIATE LOW | INTERMEDIATE MID | INTERMEDIATE HIGH |
|---|--|--|---|---|--|
| | <i>I can...</i> | <i>I can...</i> | <i>I can...</i> | <i>I can...</i> | <i>I can...</i> |
| 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** 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>I can...</i> | <i>I can...</i> | <i>I can...</i> | <i>I can...</i> | <i>I can...</i> |
| 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). |

| Dimensions | NOVICE MID | NOVICE HIGH | INTERMEDIATE LOW | INTERMEDIATE MID | INTERMEDIATE HIGH |
|---|---|---|--|---|---|
| | <i>I can...</i> | <i>I can...</i> | <i>I can...</i> | <i>I can...</i> | <i>I can...</i> |
| 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>I can...</i> | <i>I can...</i> | <i>I can...</i> | <i>I can...</i> | <i>I can...</i> |
| 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>I can...</i> | <i>I can...</i> | <i>I can...</i> | <i>I can...</i> | <i>I can...</i> |
| 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.