



New York State Proficiency Ranges for Classical Languages

NYS Proficiency Ranges for Classical Languages By Modality (8/12/16) Q1 (8/13/16)

Checkpoint



ANCHOR STANDARD -



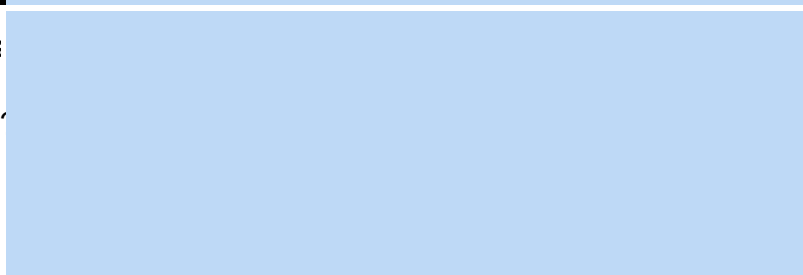
ANCHOR STANDARD Communication

Learners communicate effectively in classical languages by using a variety of texts and resources for multiple purposes, making interdisciplinary language connections.

PERFORMANCE INDICATORS FOR CLASSICAL LANGUAGES

Standard 3 - Interpersonal Communication: Learners interact and negotiate meaning in spoken or written conversations to exchange information and express feelings, preferences, and opinions.	Checkpoint A Target Range:	Checkpoint B Target Range:	Checkpoint C Target Range:
Guiding Question	NOVICE MID	NOVICE MID	NOVICE HIGH

How can I exchange information and ideas and express, react to, and support preferences and opinions in conversations?





ANCHOR STANDARD Cultures

Learners use knowledge of classical languages to identify, describe, compare, and explain the practices, products and perspectives of ancient and other cultures.

PERFORMANCE INDICATORS FOR CLASSICAL LANGUAGES

<p>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.</p>	<p>Checkpoint A Target Range:</p>		<p>Checkpoint B Target Range:</p>		<p>Checkpoint C Target Range:</p>	
<p>Guiding Question</p>	<p>NOVICE MID</p>	<p>NOVICE HIGH</p>	<p>INTERMEDIATE LOW</p>	<p>INTERMEDIATE MID</p>	<p>INTERMEDIATE MID</p>	<p>INTERMEDIATE HIGH</p>
<p>How can I identify, describe, and explain cultural perspectives by examining cultural products and practices of ancient civilizations?</p>	<p>I can identify cultural products and practices in my own and other cultures to help me understand perspectives using words and phrases, with graphic or visual support.</p>	<p>I can identify cultural products and practices in my own and other cultures to help me understand perspectives using simple sentences with graphic or visual support.</p>	<p>I can describe cultural products and practices in my own and other cultures to help me understand perspectives using sentences.</p>	<p>I can describe cultural products and practices in my own and other cultures to help me understand perspectives using strings of sentences.</p>	<p>I can describe cultural products and practices in my own and other cultures to help me understand perspectives using strings of sentences.</p>	<p>I can explain cultural products and practices in my own and other cultures to help me understand perspectives using connected sentences that may combine to form paragraphs.</p>

