



New York State Proficiency Ranges for Classical Languages

# NYS Proficiency Ranges for Classical Languages By Modality (85)1.2 (1) (6) Q1 (8) 3-1 65.

Checkpoint







ANCHOR STANDARD -



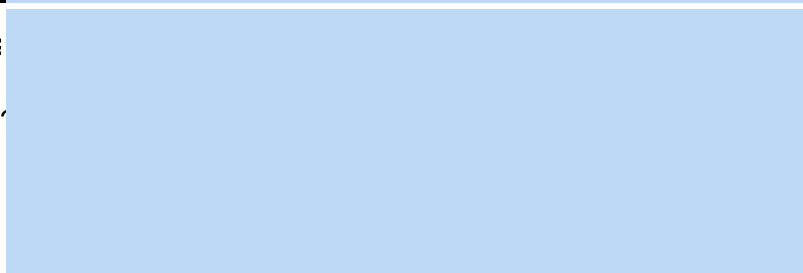
**ANCHOR STANDARD Communication**

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

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.	Checkpoint A Target Range:		Checkpoint B Target Range:		Checkpoint C Target Range:	
Guiding Question	NOVICE MID	NOVICE HIGH	INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE MID	INTERMEDIATE HIGH
How can I identify, describe, and explain cultural perspectives by examining cultural products and practices of ancient civilizations?	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.	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.	I can describe cultural products and practices in my own and other cultures to help me understand perspectives using sentences.	I can describe cultural products and practices in my own and other cultures to help me understand perspectives using strings of sentences.	I can describe cultural products and practices in my own and other cultures to help me understand perspectives using strings of sentences.	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.

