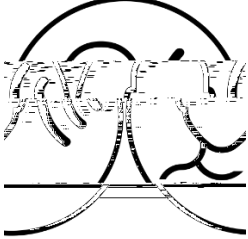New York State
EDUCATION DEPARTMENT

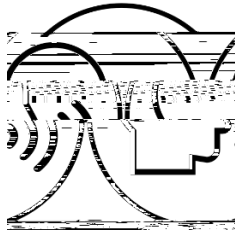*New York State Proficiency Ranges for Classical Languages*

Checkpoint	Proficiency Ranges for Classical Languages By Modality				
	Interpretive Reading	Interpretive Listening	Presentational Speaking	Presentational Writing	Interpersonal Speaking
A	Novice Mid—Novice High	Novice Mid	Novice Mid	Novice Mid	Novice Mid
B	Intermediate Low—Intermediate Mid	Novice High	Novice High	Novice High	Novice Mid
					Intermediate

Classical languages such as Latin, ancient Greek, ancient Hebrew and others from earlier time periods in human history, are contrasted with Modern Languages. Modern languages are human languages that have living, native speakers. As part of the revisions to the standards, care was taken to develop separate and reasonable proficiency ranges and performance indicators broken out by modality for classical languages due to their strong focus on the Interpretive Reading mode.

Performance indicators for classical languages are identified for each Standard at each checkpoint and aligned with the target proficiency level of that checkpoint. These performance indicators, the NYS World Language Performance Indicators, are adapted from the 2017 NCSSFL-ACTFL **Can-Do Statements**, the result of collaboration between the National Council of State Supervisors for Languages (NCSSFL) and the American Council on the

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The following descriptors of accuracy can apply to each proficiency sublevel across the output-oriented standards:

• Novice Mid learners are sometimes comprehensible to a person accustomed to engaging with language learners.

• Novice High learners are usually comprehensible to a person accustomed to engaging with language learners.

• Intermediate Low learners are comprehensible to a person accustomed to engaging with language learners.
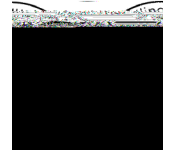
References

American Council on the Teaching of Foreign Languages [ACTFL]. (2012). _ACTFL proficiency guidelines 2012._ Retrieved from
https://www.actfl.org/resources/actfl-proficiency-guidelines-2012

National Council of State Supervisors for Languages-American Council on the Teaching of Foreign Languages [NCSSFL-ACTFL]. (2017). _NCSSFL-ACTFL can-do statements._ Retrieved from https://www.actfl.org/resources/ncssfl-actfl-can-do-statements

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 cultures to help me perspectives using words and phrases, with graphic or visual support.					