

## *Classical Languages*

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Checkpoint A Benchmark Assessments for Classical Languages are selected by Local Educational Agencies (LEAs). They may be designed by the LEA itself or by regional or statewide educational consortia.

The purpose of these Guidelines is twofold. They provide a framework to LEAs for constructing valid, reliable, and equitable locally developed Checkpoint A Benchmark Assessments aligned to the [NYS Learning Standards for World Languages \(2021\)](#) for Classical Languages (p. 2) while allowing them flexibility to address specific local needs and priorities. They additionally provide a framework to regional or statewide consortia for constructing valid, reliable, and equitable Checkpoint A Benchmark Assessments aligned to the [NYS Learning Standards for World Languages \(2021\)](#) for Classical Languages (p. 2) that will be made available for adoption by LEAs.

The guidance that follows pertains to those assessments developed by LEAs or regional or statewide educational consortia.

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The following principles guided the development of these recommendations:

1. Maintaining a valid and reliable assessment of Checkpoint A in order to maintain the benchmark as a graduation requirement that all students can realistically attain in two years;
2. Maintaining fidelity to the language functions, topics, and [Performance Indicators for Classical Languages](#) for Novice Mid to Novice High (Interpretive Reading) and Novice Mid (Interpretive Listening; Presentational Communication; Interpersonal Communication) from [NYS Learning Standards for World Languages \(2021\)](#) for Classical Languages (p. 2);
3. Considering pragmatic approaches and protocols for administration based on past practices that were shown to be successful, along with more recently introduced and current research-based practices; and
4. Considering overall assessment and task designs that are user-friendly and can be realistically administered, completed, and scored within the end-of-

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The following aims were also considered:

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Individual LEAs may use technology tools to administer portions of the Checkpoint A Benchmark Assessment consistent with the nature of the standard assessed. LEAs may additionally use technology tools to score objective items and record scores on any assessment item. Technology tools must provide sufficient safeguards to guarantee the integrity of the assessment.

The Checkpoint A Benchmark

Items for all sections are aligned with the [Performance Indicators for Classical Languages](#) for Checkpoint A.

As is the practice with NYS assessments, English-language *directions* in locally developed Checkpoint A Benchmark Assessments may be translated in writing into home languages for ELLs.

In addition, LEAs may provide ELLs with an oral translation of English Language *questions*, *answer choices*, and *prompts* within these assessments. All translations must be oral, direct translations of wording in English. Other than for directions as indicated above, written translations are not allowed. No clarifications or explanations may be provided.

Per CR Part 154, these testing accommodations are designated for ELLs. LEAs must make all necessary arrangements to make these accommodations available for ELLs who need them. Such testing accommodations are also afforded to former ELLs for two additional years after achieving proficiency on the NYSESLAT.

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This section contains descriptions of options for assessing the [NYS Learning Standards for World Languages \(2021\)](#) for Classical Languages (p. 2) for Checkpoint A Benchmark Assessments developed by LEAs or regional or statewide consortia. Beside the title of each section is the range of percentages for weighting each section as presented above.

selecting corresponding images, or using short checklists. Interpretive tasks may include some items in English and some in the target language or may be all in English.

This section assesses the student's ability to write a short message or description on a highly familiar context to fulfill a communicative purpose associated with Standard 2. The section could include one or two short writing tasks representing contexts suggested by the six themes and associated topics for Checkpoint A identified in the [NYS WL Themes and Topics](#) for Classical and Contemporary Languages.   
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