# **Scoring Sheet Latin IV/V Midterm mockup 15-16**

Student:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teachers: Motes

Scansion 15 %

Translation 35 %

Reading 15 %

Writing 20 %

Speaking 15 %

Formula:

(total number correct ÷ total possible points per section) X percentage = decimal

Scansion: \_\_\_\_\_\_\_\_ = \_\_\_\_\_\_\_\_\_\_ x .15 = \_\_\_\_\_\_\_\_\_\_\_\_\_

42

Translation: \_\_\_\_\_\_\_\_ = \_\_\_\_\_\_\_\_\_\_ x .35 = \_\_\_\_\_\_\_\_\_\_\_\_\_

34

Reading: \_\_\_\_\_\_\_\_ = \_\_\_\_\_\_\_\_\_\_ x .15 = \_\_\_\_\_\_\_\_\_\_\_\_\_

12

Writing: \_\_\_\_\_\_\_\_ = \_\_\_\_\_\_\_\_\_\_ x .20 = \_\_\_\_\_\_\_\_\_\_\_\_\_

100

Speaking: \_\_\_\_\_\_\_\_ = \_\_\_\_\_\_\_\_\_\_ x .15 = \_\_\_\_\_\_\_\_\_\_\_\_\_

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Total = \_\_\_\_\_\_\_\_\_\_\_\_\_

Statio Una: Translation Prior nomen \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Select one of the following Latin passages which you have seen before. Translate it without additional notes or resources. (18 points)

Baucis & Philemon

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Daedalus & Icarus

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xxxxx xxxxx xxxxx xxxxx xxxxx xxxxx xxxxx xxxxx

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Statio Duo: Translation Unseen nomen \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Select one of the following Latin passages which you have not seen before. Translate it to the best of your ability using the attached notes and vocabulary. (16 points)

[Pyramus and Thisbe xxxxx xxxxx xxxxx xxxxx xxxxx xxxxx xxxxx xxxxx

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Statio Tres: Scansion nomen \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Scan the following lines. (6 x 6 = 36 points)

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* xxxxx xxxxx xxxxx xxxxx xxxxx xxxxx xxxxx xxxxx
* xxxxx xxxxx xxxxx xxxxx xxxxx xxxxx xxxxx xxxxx
* xxxxx xxxxx xxxxx xxxxx xxxxx xxxxx xxxxx xxxxx
* xxxxx xxxxx xxxxx xxxxx xxxxx xxxxx xxxxx xxxxx

* xxxxx xxxxx xxxxx xxxxx xxxxx xxxxx xxxxx xxxxx

Rearrange the following lines so that they fit dactylic hexameter. (2 x 3 = 6 points)

xxxxx xxxxx xxxxx xxxxx xxxxx xxxxx xxxxx xxxxx

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Statio Quattuor: Reading nomen \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Read the following passage. Answer the questions about the passage. (12 x 1 = 12 points)

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Statio Quinque: Written Performance Task

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| --- | --- |
| Title | What’s the point? |
| Essential Question: | What have we learned from ancient mythology? |
| Role |  |
| Audience |  |
| Objective: |  |
| Task Description: |  |
| Materials /  Resources | None. |
| Product  Performance | A well-organized letter. |
| Assessment | Attached WL Written Rubric Sheet - |

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|  | **4**  **Exemplary** | **3**  **Commendable** | **2**  **Acceptable** | **1**  **Not Acceptable** | **0**  **Incomplete** | **Score/**  **Points** |
| **Task Completion** | Thorough narration or dialogue. More content than required. | Narration or dialogue is complete. Requirements fulfilled. | More content needed for narration or dialogue | Narration or dialogue is not complete | Insufficient content to evaluate  Does not address task | 24=20  23=20  22=19  21=19  20=18  19=17  18=17  17=16  16=16  15=15  14=14  13=14  12=13  11=13  10=12  9=12  8=11  7=10  6=9  5=8  4=7  3=6  2=4  1=2 |
| **Grammatical**  **Structural**  **Accuracy** | Excellent command of language  Virtually no errors | Good command  Some errors | Emerging command  Many errors | Poor command  Errors impede understanding | Too many errors  No command of structures |
| **Vocabulary** | Wide range and appropriate use of vocabulary and idiomatic expressions | Average range of vocabulary and idiomatic expressions | Appropriate but limited use of vocabulary  Repetitive vocabulary  Frequent inaccurate use of vocabulary | Extremely limited vocabulary  Too basic for this level  Many inaccuracies in vocabulary  May use English | No appropriate vocabulary |
| **Fluency** | No reading or obvious referring to notes  Able to “ad lib” extensively  High level of fluency | Some reference to notes  Able to “ad lib”    Good fluency | Reading notes  Attempt to “ad lib”  Some fluency | Reading directly off of script  No effort to “ad lib”  Little Fluency | Unable to produce language  No fluency |
| **Pronunciation**  **Intonation**  **Emphasis** | Speaks clearly  Excellent pronunciation! | Good pronunciation  Hesitant at times | Fair pronunciation  Often hesitant | Poor pronunciation  Very hesitant | Unable to follow rules of pronunciation or intonations  Glaring weaknesses |
| **Comprehensibility** | Listener is able to understand everything.    No interpretation needed | Listener is able to understand almost everything.  Some interpretation needed | Listener needs to ask clarifying questions due to lack of understanding | Listener cannot understand much of what is said. | Incomprehensible |

Statio Sex: Oral Performance Task nomen \_\_\_\_\_\_\_\_\_\_\_\_\_

Focusing questions:

|  |  |
| --- | --- |
| **Title:** | A Word of advice |
| **Role:** |  |
| **Audience:** |  |
| **Task:** |  |
| **Framework** |  |
| **Assessment:** | WL Oral Rubric |

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| --- | --- | --- | --- | --- | --- | --- |
|  | **4**  **Exemplary** | **3**  **Proficient** | **2**  **Developing** | **1**  **Beginning** | **0**  **Unacceptable** | **Score** |
| **Task Completion**  **&**  **Development** | Superior completion of task. Exceeds requirements  Use of ample evidence and/or explanation provides substantial depth to the topic | Completion of task  Requirements are fulfilled  Evidence and/or explanation is clearly stated and provides depth that is relevant | Most of the requirements were fulfilled  Evidence / explanation is provided | Incomplete treatment of task  Little to no explanation or evidence provided | Insufficient content to evaluate | 28 = 98  27 = 96  26 = 94  25 = 92  24 = 90  23 = 88  22 = 86  21 = 84  20 = 82  19 = 80  18 = 78  17 = 76  16= 74  15 = 72  14 = 70  13 = 68  12 = 66  11 = 64  10 = 60  9 = 58  8 = 55  7 = 50  6 = 45  5 = 43  4 = 40  3 = 30  2 = 20  1 = 10 |
| **Purpose , Focus**  **&**  **Audience** | Main idea/claim is clearly stated., strongly maintained throughout. Purpose is clear and evident throughout writing | Main idea/ claim is stated, focused and maintained throughout.  Purpose is evident throughout writing | Main idea/ claim is stated, and focus is somewhat maintained throughout.  Purpose is somewhat evident throughout writing | Main idea/ claim is weak or not stated, and focus is lacking throughout.  The purpose is not evident in writing | Purpose, focus and audience are unclear to the reader |
| **Organization** | Excellent development and treatment of topic. Organization most effectively creates logical progression of ideas from beginning to end. Strong connection among ideas. | Relevant, well organized and well developed treatment of topic. Organizational structure effectively creates progression of ideas from beginning to end. Connection among ideas are made by using effective transitions | Relevant treatment of task. Adequate development of topic. Organizational structure creates progression of ideas from beginning to end. Connections among ideas are emerging. Transitions are limited | Organizational structure creates limited progression of ideas from beginning to end. Connections among ideas are unclear and transitions and are lacking. Task may have some irrelevant treatment of topic. | Irrelevant treatment of task or inappropriate response  Disorganized  No clear beginning, middle and/or end |
| **Complexity of**  **Expression** | Exceeds requirements by using a variety of expressions and complex structures | Emerging risk taking  Some variety of expression and complex structures | Little risk taking  Very little variety of expression. Mostly simple sentences. Some repetition | No risk taking  No variety of sentence formats. | Sentences are incomplete and /or  too simple |
| **Understandability** | Comprehensible  Requires no interpretation on the part of the reader | Comprehensible  Requires almost no interpretation on the part of the reader | Mostly comprehensible  Requires frequent interpretation on the part of the reader | Barely comprehensible | Incomprehensible |
| **Vocabulary** | Vocabulary is precise, varied and accurate | Accurate and varied use of most vocabulary | Appropriate but limited use of vocabulary; repetitive. Frequent inaccurate use of vocabulary | Extremely limited / repetitive vocabulary.  Too basic for this level. | Inappropriate / inaccurate vocabulary is used |
| **Structural**  **Accuracy**  **(Grammar)** | Excellent command of language  There are few to no surface errors  Register is highly appropriate | Control of most structures and word order  Some surface errors | Several surface errors in structures and word order, spelling, punctuation, and capitalization Register is generally appropriate | There are abundant surface errors. Inaccurate spelling, punctuation, and capitalization. Register may be inappropriate | Too many errors  No command of structures, spelling, capitalization or punctuation Register is incorrect |