# **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 = \_\_\_\_\_\_\_\_\_\_\_\_\_

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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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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

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. |
| ProductPerformance | 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 evaluateDoes not address task | 24=2023=2022=1921=1920=1819=1718=1717=1616=1615=1514=1413=1412=1311=1310=129=128=117=106=95=84=73=62=41=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 vocabularyRepetitive vocabularyFrequent inaccurate use of vocabulary | Extremely limited vocabularyToo basic for this level Many inaccuracies in vocabularyMay use English | No appropriate vocabulary |
| **Fluency** | No reading or obvious referring to notesAble to “ad lib” extensivelyHigh level of fluency | Some reference to notesAble to “ad lib” Good fluency  | Reading notes Attempt to “ad lib”Some fluency  | Reading directly off of scriptNo effort to “ad lib”Little Fluency | Unable to produce language No fluency |
| **Pronunciation****Intonation****Emphasis** | Speaks clearly Excellent pronunciation! | Good pronunciationHesitant at times | Fair pronunciation Often hesitant | Poor pronunciationVery 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 requirementsUse of ample evidence and/or explanation provides substantial depth to the topic | Completion of taskRequirements are fulfilledEvidence and/or explanation is clearly stated and provides depth that is relevant | Most of the requirements were fulfilledEvidence / explanation is provided | Incomplete treatment of taskLittle to no explanation or evidence provided | Insufficient content to evaluate | 28 = 9827 = 9626 = 9425 = 9224 = 9023 = 8822 = 8621 = 8420 = 8219 = 8018 = 7817 = 7616= 7415 = 7214 = 7013 = 6812 = 6611 = 6410 = 609 = 588 = 557 = 506 = 455 = 434 = 403 = 302 = 201 = 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 takingSome variety of expression and complex structures | Little risk taking Very little variety of expression. Mostly simple sentences. Some repetition | No risk takingNo variety of sentence formats. | Sentences are incomplete and /ortoo simple |
| **Understandability** | Comprehensible Requires no interpretation on the part of the reader | ComprehensibleRequires almost no interpretation on the part of the reader | Mostly comprehensibleRequires 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 languageThere are few to no surface errorsRegister is highly appropriate | Control of most structures and word orderSome 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 |