

NYSTCE LATIN CST COMPETENCY 0003: INTERPRETIVE ORAL READING ASSIGNMENT RUBRIC

	4	3	2	1
Performance Characteristic	The "4" response reflects an effective oral reading of the Latin passage.	The "3" response reflects a generally effective oral reading of the Latin passage.	The "2" response reflects a partially effective oral reading of the Latin passage.	The "1" response reflects an ineffective oral reading of the Latin passage.
APPROPRIATENESS: the extent to which the response is an oral reading of the Latin passage that demonstrates understanding of the passage	<ul style="list-style-type: none"> The response is an effective oral reading of the Latin passage that demonstrates a strong understanding of the passage. Minor errors do not interfere with overall comprehensibility. 	<ul style="list-style-type: none"> The response is a generally effective oral reading of the Latin passage that demonstrates general understanding of the passage. Some errors may interfere with comprehensibility. 	<ul style="list-style-type: none"> The response is a partially effective oral reading of the Latin passage that demonstrates limited understanding of the passage. Frequent errors interfere with comprehensibility. 	<ul style="list-style-type: none"> The response is an ineffective oral reading of the Latin passage that demonstrates little to no understanding of the passage.
FLUENCY: the extent to which the response is delivered with coherence and ease of expression, and with attention to Latin pronunciation conventions, syllabic stress, elisions, and where applicable, meter	<ul style="list-style-type: none"> The response is effectively delivered with coherence, with ease of expression, and with careful attention to Latin pronunciation conventions, syllabic stress, elisions, and where applicable, meter. Minor errors and a few unproductive pauses do not interfere with overall comprehensibility. 	<ul style="list-style-type: none"> The response is generally delivered with coherence, with ease of expression, and with general attention to Latin pronunciation conventions, syllabic stress, elisions, and where applicable, meter. Some errors, occasional stumbling, and unproductive pauses may interfere with comprehensibility. 	<ul style="list-style-type: none"> The response is only partially coherent and is delivered unevenly, with limited attention to Latin pronunciation conventions, syllabic stress, elisions, and where applicable, meter. Frequent errors, stumbling, and/or unproductive pauses interfere with comprehensibility. 	<ul style="list-style-type: none"> The response shows little to no coherence and is delivered unevenly, with little to no attention to Latin pronunciation conventions, syllabic stress, elisions, and where applicable, meter. Unproductive pauses, stumbling, and/or largely unintelligible pronunciation significantly interfere with comprehensibility.
EXPRESSIVENESS: the extent to which the response expresses the meaning of the Latin passage using vocal tone and phrasing appropriate to the mood, sense, and where applicable, meter	<ul style="list-style-type: none"> The response effectively expresses the meaning of the Latin passage using vocal tone and phrasing appropriate to the mood, sense, and where applicable, meter. Minor errors do not interfere with overall comprehensibility. 	<ul style="list-style-type: none"> The response generally expresses the meaning of the Latin passage using vocal tone and phrasing generally appropriate to the mood, sense, and where applicable, meter. Some errors may interfere with comprehensibility. 	<ul style="list-style-type: none"> The response only partially expresses the meaning of the Latin passage and only partially uses vocal tone and phrasing appropriate to the mood, sense, and where applicable, meter. Frequent errors interfere with comprehensibility. 	<ul style="list-style-type: none"> The response expresses little to none of the meaning of the Latin passage and uses little to none of the vocal tone and phrasing appropriate to the mood, sense, and where applicable, meter.

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Performance Characteristic	The "4" response reflects an effective oral reading of the Latin passage.	The "3" response reflects a generally effective oral reading of the Latin passage.	The "2" response reflects a partially effective oral reading of the Latin passage.	The "1" response reflects an ineffective oral reading of the Latin passage.
PHRASING: the extent to which the response uses logical placement and duration of pauses to group and phrase words that are syntactically and semantically linked	<ul style="list-style-type: none"> The response effectively uses logical placement and duration of pauses to group and phrase words that are syntactically and semantically linked. Minor errors and a few unproductive pauses do not interfere with overall comprehensibility. 	<ul style="list-style-type: none"> The response generally uses logical placement and duration of pauses to group and phrase words that are syntactically and semantically linked. Some errors and unproductive pauses may interfere with comprehensibility. 	<ul style="list-style-type: none"> The response uses limited placement and duration of pauses to group and phrase words that are syntactically and semantically linked. Frequent errors and unproductive pauses interfere with comprehensibility. 	<ul style="list-style-type: none"> The response uses little to no placement and duration of pauses to group and phrase words that are syntactically and semantically linked.
UNSCORABLE	The response is unscorable because it is inaudible or unintelligible, not related to the assignment, not spoken in the required language, or not of sufficient length to score.			
BLANK	There is no response to the assignment.			