

Latin Oral Reading Assignment Performance Characteristics

Each candidate's response is scored holistically based on the extent to which the response reflects a command of the skills included in the following performance characteristics.

Pronunciation	appropriateness and consistency of the articulation of individual sounds and words
PHRASING	accuracy of the placement and duration of pauses and appropriateness of the grouping and phrasing of syntactic constructions
RHYTHM	appropriateness of rate and tone of speech
FLUENCY	coherence and ease of expression
EXPRESSIVENESS	accuracy of comprehension of the meaning and expressed mood of the text

Latin Oral Reading Assignment Score Scale

The four score points of the score scale correspond to varying degrees of performance. The following statements describe typical responses at each score point.

SCORE POINT	SCORE POINT DESCRIPTION
4	<p>The "4" response reflects a thorough application and strong command of the performance characteristics for the oral reading assignment.</p> <ul style="list-style-type: none"> • The reader pronounces words accurately and consistently, with proper syllabic accent. • The reader groups together words that are linked syntactically and semantically, pausing where appropriate. • The reader attends to the writer's use of sound by varying rate and vocal tone to produce a spoken rhythm that matches the sense of the text. • The reader rarely stumbles over words, and coherently expresses the text in phrases and clauses rather than as a sequence of words. • The reader demonstrates comprehension of the passage and the ability to express the meaning, tone, and mood of the passage.
3	<p>The "3" response reflects a general application and command of the performance characteristics for the oral reading assignment.</p> <ul style="list-style-type: none"> • The reader pronounces most words accurately and consistently, generally with proper syllabic accent, although word, syllable, and accent inaccuracies may be present. • The reader generally groups words that are linked syntactically and semantically; pauses are mostly appropriate. • The reader shows an awareness of the writer's use of sound by occasionally varying rate and vocal tone to produce a spoken rhythm that attempts to match the sense of the text. • The reader occasionally stumbles over words, but generally expresses the text in phrases and clauses rather than as a sequence of words. • The reader generally demonstrates comprehension of the passage and some ability to express the meaning, tone, and mood of the passage.
2	<p>The "2" response reflects a partial application and limited command of the performance characteristics for the oral reading assignment.</p> <ul style="list-style-type: none"> • The reader pronounces some words accurately and consistently, but omission and/or confusion of syllables and improper accentuation are noticeable. • The reader sometimes groups words that are linked syntactically and semantically, but pauses often seem random or inappropriate. • The reader shows some awareness of the writer's use of sound; generally does not vary rate or vocal tone in accordance with the sense of the text. • The reader often stumbles over words; frequently expresses the text as a sequence of words rather than in phrases or clauses. • The reader demonstrates little comprehension of the passage and an inability to express the meaning, tone, and mood of the passage.
1	<p>The "1" response reflects a weak application and little or no command of the performance characteristics for the oral reading assignment.</p> <ul style="list-style-type: none"> • The reader pronounces few words accurately, often omits or confuses syllables, and applies accent improperly. • The reader rarely or never groups words that are linked syntactically and semantically; pauses seem random. • The reader shows very little or no awareness of the writer's use of sound; does not vary rate or vocal tone in accordance with the sense of the text. • The reader frequently stumbles over words and reads the text as an incoherent sequence of words. • The reader shows very little or no comprehension of the passage and no ability to express the meaning, tone, and mood of the passage.
U	The response is unscorable because it is unrelated to the assigned topic or off-task, illegible or inaudible/incomprehensible, not primarily in the required language, not of sufficient length to score, or merely a repetition of the assignment.
B	There is no response to the assignment.