

Introduction to authentic assessment unit—

The following unit has been created as a final unit for the Latin II Honors students. At the end of the year, Latin II Honors students should have a foundation in the Latin language that allows them to approach new texts and translate the Latin into grammatically accurate English as well as being able to create polished English translations that reflect the genre of the original text and the style of the author. In addition, students should be competent at utilizing notes presented with a text and evaluating the appropriateness of the notes. They should also be able to identify and describe the historical context of a text. For this project, students will complete a series of tasks that put them in the position of an editor of a Latin text. The final product will be two translations of a text accompanied by a series of notes the Latin II Honors student will create that will guide a Latin I Honors student to translate the text accurately.

Standards—

Students will be able to:

1. Translate a Latin text into a grammatically accurate English version. (C)
2. Translate a Latin text into an English version that reflects the genre and style of the author. (C)
3. Apply information contained in the notes of a text in their translations. (C)
4. Evaluate the appropriateness of notes provided in a text. (C)
5. Identify the elements of a Latin text that makes it an example of its genre. (C)
6. Identify the stylistic elements of an author. (C)
7. Identify and describe the historical context of a Latin text. (C)
8. Evaluate their work using a rubric. (P)
9. Review and edit work based on feedback. (P)

(C)=content standard

(P)=process standard

[illegible]

Task 1-Grammatically Accurate Translation

Standards Addressed:

1. Translate a Latin text into a grammatically accurate English version. (C)
2. Translate a Latin text into an English version that reflects the genre and style of the author. (C)
3. Apply information contained in the notes of a text in their translations. (C)
5. Identify the elements of a Latin text that makes it an example of its genre. (C)
6. Identify the stylistic elements of an author. (C)
7. Identify and describe the historical context of a Latin text. (C)
8. Evaluate their work using a rubric. (P)

Presentation of Task to Students

Translate the following into good English. Be sure that your translation reflects the grammar present in the Latin.

Now that you have finished your translation, answer the following:

1. Who is the author? What do you know about that individual?
2. When was this piece of Latin produced? Describe in general terms what was happening in Rome during that time period.
3. What type of text does this come from? Who was the original audience? How does that influence the language used? Give specific examples from the text.
4. What patterns did you notice about the language used in this particular text? Give specific examples from the text.

Now create a polished translation that incorporates the genre of the text and the style of the author. This version should still be accurate, but also should sound like natural, fluid English.

Rubric for Grammatically Accurate Translation

Grammatical Accuracy	The English version is precise in the translation of case/use of nouns, tenses of verbs, and the structure of clauses and sentences. There are few to no mistakes. The translation represents 91-100% of what the Latin said.	The English version is mostly accurate in the translation of case/use of nouns, tenses of verbs, and the structure of clauses and sentences. There are some minor mistakes. The translation represents 80-90% of what the Latin said.	The English version is somewhat accurate in the translation of case/use of nouns, tenses of verbs, and the structure of clauses and sentences. There are many mistakes, but the translation still represents 70-79% of what the Latin said.	The English version has considerable inaccuracies in the translation of case/use of nouns, tenses of verbs, and the structure of clauses and sentences. There are several mistakes and the translation represents 69% or less of what the Latin says.
	15 14	13 12	11 10 9	8 7 6 5 4 3 2 1

Vocabulary	The English translation contains accurate and logical choices (appropriate for the genre and this piece in particular) for the Latin vocabulary. 4	The English translation contains mostly accurate and logical choices for the Latin vocabulary. There are a few instances where the meaning you chose is confusing or distracts from your translation. 3	The English translation contains some accurate and logical choices for the Latin vocabulary. There are many instances where the meaning you chose is confusing or distracts from your translation. 2	The English translation contains few accurate and logical choices for the Latin vocabulary. There are several instances where the meaning you chose is confusing or distracts from your translation. 1
flow	The entire translation flows and makes sense as a continuous piece of text. It captures the transitions and flow of the original text. 6 5	Most of the translation flows and makes sense as a continuous piece of text. It captures most of the transitions and flow of the original text. 4	Some of the translation flows and makes sense as a continuous piece of text. It captures some of the transitions and flow of the original text. 3 2	Not much of the translation flows or makes sense as a continuous piece of text. It captured little of the transitions and flow of the original text. 1

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Rubric for Polished English Translation

Genre	The translation includes several aspects that are representative of the original genre. The genre of the Latin is clear from the English translation. 5	The translation includes many aspects that are representative of the original genre. The genre of the Latin is mostly clear from the English translation. 4	The translation includes some aspects that are representative of the original genre. The genre of the Latin is fairly clear from the English translation. 3	The translation includes a few aspects that are representative of the original genre. The genre of the Latin is not very clear from the English translation. 2 1
Style of the author	The translation includes several elements particular to the author. Phrasing, vocabulary choices, and sentence structure are similar to the original. 5	The translation includes many elements particular to the author. Phrasing, vocabulary choices, and sentence structure are mostly similar to the original. 4	The translation includes some elements particular to the author. Phrasing, vocabulary choices, and sentence structure are somewhat similar to the original. 3	The translation includes a few elements particular to the author. Phrasing, vocabulary choices, and sentence structure are a little similar to the original. 2 1

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Rubric for Questions

Completion	<p>Your final product met all the requirements of the assignment. You have completed each task and answered all the questions.</p> <p>4</p>	<p>Your final product meets most of the requirements of the assignment. You have completed several of the tasks and answered most of the questions.</p> <p>3</p>	<p>Your final product meets some of the requirements of the assignment. You have completed several of the tasks and answered some of the questions.</p> <p>2</p>	<p>Your final product meets a few of the requirements of the assignment. You have completed a few of the tasks and answered a few of the questions.</p> <p>1</p>
Quality	<p>The final product is neatly done and clearly organized. The information you are turning in represents a very thoughtful attempt to address the questions.</p> <p>4</p>	<p>The final product is fairly neat and mostly organized. The information you are turning in represents a fairly thoughtful attempt to address the questions.</p> <p>3</p>	<p>The final product is sort of neat and kind of organized. The information you are turning in represents a mildly thoughtful attempt to address the questions.</p> <p>2</p>	<p>The final product is not very neat or organized. The information you are turning in does not represent a thoughtful attempt to address the questions.</p> <p>1</p>
Accuracy	<p>Your answers contained accurate and appropriate information.</p> <p>7 6</p>	<p>Your answers contained some accurate and appropriate information.</p> <p>5 4</p>	<p>Your answers contained little accurate and/or appropriate information.</p> <p>3 2</p>	<p>Your answers were inaccurate and/or inappropriate.</p> <p>1</p>

Task 2—Comparison of Notes

Standards addressed:

1. Translate a Latin text into a grammatically accurate English version. (C)
3. Apply information contained in the notes of a text in their translations. (C)
4. Evaluate the appropriateness of notes provided in a text. (C)
8. Evaluate their work using a rubric. (P)

Presentation of Task to Students

Translate the two versions of the piece of Latin you have been given. Carefully evaluate the notes from each version using the chart below.

	Version A	Version B
How were the notes presented? <ul style="list-style-type: none"> What was beneficial about that layout? What was difficult/confusing about that layout? 		
How many notes are there total?		
What kinds of notes are there? What types of items (e.g. vocab, grammar, context) are the notes meant to help the reader with?		
How many notes of each kind are there?		
How helpful were these notes? <ul style="list-style-type: none"> Did you use all of them? Did they answer the questions that you had as you were translating? 		
Were there any notes that were confusing? How were they confusing?		
What was helpful or appealing about the layout of the notes?		
Overall, on a scale of 1-5 (5=they were very helpful, 1=they were not at all helpful), how would you rate the notes? Justify your rating with at least three reasons.		

Rubric for Comparison of Notes

Accuracy	You accurately identified the number of notes, type of notes, and the breakdown of the notes by type.	Your identification of the number of notes, type of notes, and the breakdown of notes by type	Your identification of the number of notes, type of notes, and the breakdown of notes by type	Your identification of the number of notes, type of notes, and the breakdown of notes by type

	5	contained some inaccuracies. 4 3	contained several inaccuracies. 2	were entirely inaccurate. 1 0
Completion	Your final product met all the requirements of the assignment. You have completed each task and answered all the questions. 4	Your final product meets most of the requirements of the assignment. You have completed several of the tasks and answered most of the questions. 3	Your final product meets some of the requirements of the assignment. You have completed several of the tasks and answered some of the questions. 2	Your final product meets a few of the requirements of the assignment. You have completed a few of the tasks and answered a few of the questions. 1 0
Quality	The final product is neatly done. The information you are turning in represents a very thoughtful attempt to address the questions. 6	The final product is fairly neat. The information you are turning in represents a fairly thoughtful attempt to address the questions. 5 4	The final product is sort of neat. The information you are turning in represents a mildly thoughtful attempt to address the questions. 3	The final product is not very neat. The information you are turning in does not represent a thoughtful attempt to address the questions. 2 1 0

Task 3—Layout of Notes

Standards addressed:

- 4. Evaluate the appropriateness of notes provided in a text. (C)
- 8. Evaluate their work using a rubric. (P)

Presentation of Task to Students

Part one—

In your groups, you will review your analysis of the notes that you completed in task 2 and create a format for notes that is user-friendly. You must submit a final typed copy of your layout and the rationales to me.

Your format must include:

- the page design
- a sample vocabulary note
- a sample grammar note
- a sample history note
- a rationale (2-5 sentences long) for the layout of each part (the page design and each sample note) that explains why that format is user-friendly

Part two—

Your group will present your format to the class using a visual aid so that the rest of the class can follow along as you present the format. The rationales should not be included in your visual aid, but should be explained to the class during your presentation. Each person in the group must present part of the format.

Part three—

As a class, we will evaluate the various formats and vote for the layout of each section that seems the most user-friendly.

Rubric for Notes Format

Completion	Your format includes the page design, a sample vocabulary note, a sample grammar note, and a rationale for each part. Your group created an appropriate visual aid. 10 9	Your format is missing one part and/or the rationale for one or more of the parts. 8 7	Your format is missing several parts and/or is missing the rationale for one or more of the parts. 6 5 4 3 2 1
Presentation	Your presentation clearly explained the format and you used the visual aid effectively. Each group member presented an equal part of the format. You explained all of the rationales to the class. 10 9	Your presentation explained most of the format and/or was mostly clear. You used a visual aid, but there were some confusing aspects. Each group member presented information, but it was divided unequally. You explained some of the rationales to the class. 8 7	Your presentation failed to explain parts of the format and/or was unclear. You did not use a visual aid or the visual aid was confusing and unclear. Some members of the group did not present. You failed to explain the rationales to the class. 6 5 4 3 2 1

Task 4—Curriculum Assessment

Standards Addressed:

4. Evaluate the appropriateness of notes provided in a text. (C)
8. Evaluate their work using a rubric. (P)

Presentation of Task to Students

Each year, the Latin I Honors course covers the material in the Latin I Jenney's book in sequential order. The classes get to different points, but in general the class always covers lessons 1-26. In order to provide adequate notes for the adapted text, you as the editor need to have a thorough understanding of what level of background knowledge the reader has.

Using the table of contents from your Latin I text, complete the table below to determine what information the Latin I Honors students have been exposed to.

Nouns—

What declensions will students know by the end of lesson 26?

What case/uses will students know at the end of lesson 26?

Verbs—

What conjugations will students know by the end of lesson 26?

What tenses will the students know by the end of lesson 26?

What moods will the students know by the end of lesson 26?

What irregular verbs will students know by the end of lesson 26?

Adjectives—

What types of adjectives will students know by the end of lesson 26?

What degrees of adjectives will students know by the end of lesson 26?

Pronouns—

What types of pronouns will students know by the end of lesson 26?

Clauses—

What types of clauses will students know by the end of lesson 26?

What types of conjunctions will students know by the end of lesson 26?

Culture—What culture topics will students know by the end of lesson 26?

Now, complete the table below using the table of contents for lessons 1-12 of the second year Jenney book. Determine which grammar concepts you have learned this year that differ from what was learned in Latin I Honors.

Nouns—

What declensions will students know by the end of lesson 12?

What case/uses will students know by the end of lesson 12?

Verbs—

What conjugations will students know by the end of lesson 12?

What tenses will the students know by the end of lesson 12?

What moods will the students know by the end of lesson 12?

What irregular verbs will students know by the end of lesson 12?

Adjectives—

What types of adjectives will students know by the end of lesson 12?

What degrees of adjectives will students know by the end of lesson 12?

Pronouns— What types of pronouns will students know by the end of lesson 12?
Clauses— What types of clauses will students know by the end of lesson 12?
Based on your examination, what are the major concepts that Latin I Honors students will not know? Based on your evaluation, what are major areas of culture or history that Latin I Honors students will not know?

Rubric for Curriculum Assessment

Accuracy	You accurately identified the topics covered in lessons 1-26 of the Latin I book. You also correctly categorized the concepts in the areas of the table. 6	Your identification of the topics covered in lessons 1-26 of the Latin I book contained some inaccuracies. You correctly categorized most of the concepts in the areas of the table. 5 4	Your identification of the topics covered in lessons 1-26 of the Latin I book contained several inaccuracies. You correctly categorized some of the concepts in the areas of the table. 3 2	Your identification of the topics covered in lessons 1-26 of the Latin I book were entirely inaccurate. You did not correctly categorize the concepts in the areas of the table. 1 0
Completion	You have completed each category of the table with the appropriate information. You answered the questions. 4	You have completed several categories of the table with appropriate information and answered most of the questions. 3	You have completed some categories of the table with appropriate information and answered some of the questions. 2	You have completed a few categories of table with appropriate information and answered a few of the questions. 1 0
Quality	The final product is neatly done. The information you are turning in represents a very thoughtful attempt to complete the tables and address the questions. 5	The final product is fairly neat organized. The information you are turning in represents a fairly thoughtful attempt to complete the tables and address the questions. 4	The final product is sort of neat and kind of organized. The information you are turning in represents a mildly thoughtful attempt to complete the tables and address the questions. 3 2	The final product is not very neat or organized. The information you are turning does not represent a thoughtful attempt to complete the tables and address the questions. 1 0

Task 5—Translation of Cupid & Psyche Passage

Standards addressed:

1. Translate a Latin text into a grammatically accurate English version. (C)
8. Evaluate their work using a rubric. (P)

Presentation of Task to Students

Translate your portion of the story into grammatically accurate English. Be sure that your translation reflects the grammar present in the Latin.

Rubric for Grammatically Accurate Translation

Grammatical Accuracy	The English version is precise in the translation of case/use of nouns, tenses of verbs, and the structure of clauses and sentences. There are few to no mistakes. The translation represents 91-100% of what the Latin said. 15 14	The English version is mostly accurate in the translation of case/use of nouns, tenses of verbs, and the structure of clauses and sentences. There are some minor mistakes. The translation represents 80-90% of what the Latin said. 13 12	The English version is somewhat accurate in the translation of case/use of nouns, tenses of verbs, and the structure of clauses and sentences. There are many mistakes, but the translation still represents 70-79% of what the Latin said. 11 10	The English version has considerable inaccuracies in the translation of case/use of nouns, tenses of verbs, and the structure of clauses and sentences. There are several mistakes and the translation represents 69% or less of what the Latin says. 9 8 7 6 5 4 3 2 1
vocabulary	The English translation contains accurate and logical choices (appropriate for the genre and this piece in particular) for the Latin vocabulary. 4	The English translation contains mostly accurate and logical choices for the Latin vocabulary. There are a few instances where the meaning you chose is confusing or distracts from your translation. 3	The English translation contains some accurate and logical choices for the Latin vocabulary. There are many instances where the meaning you chose is confusing or distracts from your translation. 2	The English translation contains few accurate and logical choices for the Latin vocabulary. There are several instances where the meaning you chose is confusing or distracts from your translation. 1
flow	The entire translation flows and makes sense as a continuous piece of text. It captures the transitions and flow of the original text. 6 5	Most of the translation flows and makes sense as a continuous piece of text. It captures most of the transitions and flow of the original text. 4	Some of the translation flows and makes sense as a continuous piece of text. It captures some of the transitions and flow of the original text. 3 2	Not much of the translation flows or makes sense as a continuous piece of text. It captured a little of the transitions and flow of the original text. 1

Task 6—Introduction

Standards addressed:

5. Identify the elements of a Latin text that makes it an example of its genre. (C)
6. Identify the stylistic elements of an author. (C)
7. Identify and describe the historical context of a Latin text. (C)
8. Evaluate their work using a rubric. (P)

Presentation of Task to Students

After reviewing the myth of Cupid and Psyche, decide where in the story your portion takes place and create a title and a short introduction (3-5 sentences long) in English that gives the reader a preview of the information contained in the Latin, but does not summarize the section or give clues as to the content of the Latin.

Rubric for the Introduction

Appropriateness of the title	Your title is brief and successfully captures the idea of your section. 3		Your title is too long and/or fails to capture the idea of your section. 2 1
Length of introduction	Your intro contains 3-5 complete and well-structured sentences. 5 4	Your intro contains fewer than 3 sentences. They are incomplete and/or poorly structured. 3 2 1	You did not include an introduction. 0
Appropriateness of introduction	Your introduction provided a contextualized transition from the previous section to your section. It also gave the reader a preview of the information without summarizing the content or giving clues to the content. 7 6	Your introduction provided something of a transition from the previous section to your section. It gave away some of the information in your section and/or provided clues to the content. 5 4	Your introduction did not provide a transition from the previous section and/or it gave away much or all of the information in your section. 3 2 1

Task 7—Polished English Translation of Cupid & Psyche Passage

Standards addressed:

2. Translate a Latin text into an English version that reflects the genre and style of the author. (C)
5. Identify the elements of a Latin text that makes it an example of its genre. (C)
6. Identify the stylistic elements of an author. (C)
8. Evaluate their work using a rubric. (P)

Presentation of Task to Students

Translate your assigned section of the story into an English version that reflects the genre and style of the author. Be sure that your translation reflects the grammar present in the Latin.

Rubric for Polished English Translation

Genre	The translation includes several aspects that are representative of the original genre. The genre of the Latin is clear from the English translation. 6	The translation includes many aspects that are representative of the original genre. The genre of the Latin is mostly clear from the English translation. 5 4	The translation includes some aspects that are representative of the original genre. The genre of the Latin is fairly clear from the English translation. 3 2	The translation includes a few aspects that are representative of the original genre. The genre of the Latin is not very clear from the English translation. 1
Style of the author	The translation includes several elements particular to the author. Phrasing, vocabulary choices, and sentence structure are similar to the original. 9 8	The translation includes many elements particular to the author. Phrasing, vocabulary choices, and sentence structure are mostly similar to the original. 7 6	The translation includes some elements particular to the author. Phrasing, vocabulary choices, and sentence structure are somewhat similar to the original. 5 4	The translation includes a few elements particular to the author. Phrasing, vocabulary choices, and sentence structure are a little similar to the original. 3 2 1

Task 8—First Draft of Notes

Standards addressed:

1. Translate a Latin text into a grammatically accurate English version. (C)
5. Identify the elements of a Latin text that makes it an example of its genre. (C)
6. Identify the stylistic elements of an author. (C)
7. Identify and describe the historical context of a Latin text. (C)
8. Evaluate their work using a rubric. (P)

Presentation of Task to Students

Create notes that would guide a Latin I Honors student through the translation of your section of the story. Be sure that your notes adequately address the vocabulary, grammatical, and cultural topics contained in your section. Refer back to your grammatically accurate translation and the Latin I Honors curriculum assessment you completed.

Rubric for First draft of notes

Adequacy	Your notes included adequate references to unfamiliar vocabulary, complex grammatical concepts, and unfamiliar cultural topics. You provided notes for every part of the text that would prove difficult for the I Honors student. <div>10 9</div>	Your notes included some references to unfamiliar vocabulary, complex grammatical concepts, and unfamiliar cultural topics. You did not provide notes for some parts of your text that would prove difficult for the I Honors student. <div>8 7 6</div>	Your notes included a few references to unfamiliar vocabulary, complex grammatical concepts, and unfamiliar cultural topics. You did not provide notes for many of the parts of the text that would prove difficult for the I Honors student. <div>5 4 3 2 1</div>
Accuracy	All or nearly all of your notes provided correct information for the I Honors student to reference. <div>10 9</div>	Several of your notes provided correct information for the I Honors student to reference. <div>8 7 6</div>	Few of your notes provided correct information for the I Honors student to reference. <div>5 4 3 2 1</div>
Format	Your notes were organized according to the predetermined format. <div>5</div>	Parts of your notes were organized according to the predetermined format. <div>4 3</div>	Your notes were not organized according to the predetermined layout. <div>2 1</div>

Task 9—Evaluation of Peer’s Notes

Standards Addressed:

1. Translate a Latin text into a grammatically accurate English version. (C)
3. Apply information contained in the notes of a text in their translations. (C)
4. Evaluate the appropriateness of notes provided in a text. (C)
8. Evaluate their work using a rubric. (P)

Presentation of Task to Students

Switch sections and notes with your assigned partner. Using the notes he/she has created, translate his/her section of the story and complete the evaluation below.

Evaluation of notes—

Were the notes organized according to the predetermined layout?

How many notes did you refer to while translating the passage?

Rate each note—

Was it appropriate?

Was it useful?

Rate the notes overall—

Were there enough notes?

Was there any part of the passage that you expected to have more notes?

In what way would you edit/change/add to the notes?

Rubric for Evaluation of Notes

Completion	You answered every question and provided several reasons for your opinions. 6	You failed to answer some of the questions or you failed to provide several reasons for your opinions. 5 4	You failed to answer some of the questions and you failed to provide several reasons for your opinions. 3 2 1
Quality	Your feedback was very specific and detailed. It clearly describes areas of the notes that could be improved or gives several reasons why the notes are adequate. 9 8	Your feedback included some details. It vaguely describes areas of the notes that could be improved or gave a few reasons why the notes are adequate. 7 6	Your feedback was not detailed. It did not describe areas of the notes that could be improved and/or it did not give any reasons why the notes are adequate. 5 4 3 2 1

Task 10—Second Draft of Notes

Standards addressed:

- 4. Evaluate the appropriateness of notes provided in a text. (C)
- 8. Evaluate their work using a rubric. (P)
- 9. Review and edit work based on feedback. (P)

Presentation of Task to Students

Read the translation and evaluation of your notes created by your peer. Use that information to rework your notes. Turn in your original notes and your reworked notes with the changes highlighted. Create a rationale for the changes you made in which you address the items mentioned in the critique by your partner.

Rubric for Second Draft of Notes

Rationale—mechanics	Your rationale was written in complete sentences and logically organized. 3	Your rationale was written in mostly complete sentences and/or was mostly organized. 2	Your rationale was not written in complete sentences and/or it was unorganized. 1
Rationale—content	The rationale clearly refers to all of the suggestions made by your partner and outlines the changes you made to your notes as a result. 5	The rationale refers to some of the suggestions made by your partner and/or outlines some of the changes you made to your notes as a result. 4 3	The rationale refers to few or none of the suggestions made by your partner and/or fails to outline the changes you made to your notes as a result. 2 1
Reworked notes	The changes you made to the notes contain accurate information in the correct format. 7 6	The changes you made to the notes contain mostly accurate information and/or are formatted correctly for the most part. 5 4	The changes you made to the notes contain inaccurate information and/or are formatted incorrectly. 3 2 1

Task 11—Collaboration on Final Notes

Standards addressed:

4. Evaluate the appropriateness of notes provided in a text. (C)
7. Identify and describe the historical context of a Latin text. (C)
8. Evaluate their work using a rubric. (P)
9. Review and edit work based on feedback. (P)

Presentation of Task to Students

Work with your assigned partner to compare the notes for your section. Create a final version of the notes for that section as well as a final title and an introduction to that section.

Rubric for Final Notes

Adequacy	Your notes included adequate references to unfamiliar vocabulary, complex grammatical concepts, and unfamiliar cultural topics. You provided notes for every part of the text that would prove difficult for the I Honors student. 10 9	Your notes included some references to unfamiliar vocabulary, complex grammatical concepts, and unfamiliar cultural topics. You did not provide notes for some parts of your text that would prove difficult for the I Honors student. 8 7 6	Your notes included a few references to unfamiliar vocabulary, complex grammatical concepts, and unfamiliar cultural topics. You did not provide notes for many of the parts of the text that would prove difficult for the I Honors student. 5 4 3 2 1
Accuracy	All or nearly all of your notes provided correct information for the I Honors student to reference. 10 9	Several of your notes provided correct information for the I Honors student to reference. 8 7 6	Few of your notes provided correct information for the I Honors student to reference. 5 4 3 2 1
Format	Your notes were organized according to the predetermined format. 5	Parts of your notes were organized according to the predetermined format. 4 3	Your notes were not organized according to the predetermined layout. 2 1

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Rubric for the English introduction

Appropriateness of the title	Your title is brief and successfully captures the idea of your section. 3		Your title is too long and/or fails to capture the idea of your section. 2 1
Length of introduction	Your intro contains 3-5	Your intro contains	You did not include an

	complete and well-structured sentences. 5 4	fewer than 3 sentences. They are incomplete and/or poorly structured. 3 2 1	introduction. 0
Appropriateness of introduction.	Your introduction provided a contextualized transition from the previous section to your section. It also gave the reader a preview of the information without summarizing the content or giving clues to the content of the passage. 7 6	Your introduction provided something of a transition from the previous section to your section. It gave away some of the information in your section and/or provided clues to the content of the passage. 5 4	Your introduction did not provide a transition from the previous section and/or it gave away much or all of the information in your section. 3 2 1