**Patch B Rubric –  *Creative response latine***

**Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student ID: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_**

**Letter Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mark /25: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Patch # \_\_\_\_\_\_\_\_\_\_**

**Task:**

Write a creative response to an element of the set poetry. You may choose any written genre you like, writing creatively in Latin. Include a short accompanying piece in English where you explain your approach to the Latin (e.g. why you chose a certain genre, style, vocabulary, or period of Latin), your creative choices, identify and explain any particular sources that you used, and (if the link is not clear in the creative piece itself) link your work back to the set Latin text.

Provide a bibliography (in English) of all works that inspired you, formatted in Chicago style (instructions here: <https://www.chicagomanualofstyle.org/tools_citationguide.html>)

**WORD COUNT FOR CREATIVE PIECE AND EXPLANATION, EXCLUDING BIBLIOGRAPHY:**

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| --- | --- | --- |
| **LATIN 201** | **LATIN 301** | **ANCIENT 745** |
| **800 of which circa 100 words should consist of the accompanying explanation** | **1,000 of which circa 200 words should consist of the accompanying explanation** | **1,200 of which 200-250 words should consist of the accompanying explanation** |

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| --- | --- | --- | --- | --- |
| **Area** | **Above Standard**  **(A range)** | **Meets Standard**  **(B range)** | **Bare Pass**  **(C range)** | **Below Standard**  **(D Range)** |
| **Engagement with Catullus and/or his poetry** | Response shows clear, well-thought-out connection with Catullus and/or his poetry.  Piece is wholly consistent and coherent internally.  **At stage III, A range response shows some creativity and/or lateral thinking in the type of engagement.**  **At Honours level, A range answers show innovation in the type of engagement.** | Response shows clear connection with Catullus and/or his poetry.  Piece generally takes a consistent and internally coherent approach to Catullus and/or his poetry. | Response has discernible connection with Catullus and/or his poetry but includes material that seems irrelevant or unconnected.  Piece may have some lapses in coherence and consistency. | Response has no discernible connection with Catullus and/or his poetry.  Piece lacks consistent and internally coherent approach to Catullus and/or his poetry. |
| **Vocabulary**  (This can include Latin words of any register, and period, as long as they fit the content, topic, and style of the patch) | Deploys a wide range of Latin vocabulary that is appropriate in context, with correct morphology.  **At stage III, A range responses use some words of specific registers or periods in effective ways that fit the chosen topic and style.**  **At Honours level, A range answers frequently use words of specific registers or periods in effective ways that fit the chosen topic and style.** | Deploys a wide range of Latin vocabulary and experiments with different registers, with mostly correct morphology.  Uses words of specific registers or periods in ways that fit the chosen topic and format of the patch but contains occasional mismatch between vocabulary and content. | Accurately deploys a limited range of Latin vocabulary with generally correct morphology but may include some errors.  Contains occasional mismatch between vocabulary and content. | Uses very repetitive Latin vocabulary, with very limited range.  Contains significant errors in vocabulary choice (including morphology). |
| **Grammatical structures** | Correctly uses a wide range of grammatical structures to express the content.  **At stage III, makes frequent use of complex grammatical structures.** | Correctly uses a range of grammatical structures to express the content.  There may be minor errors in the execution but meaning remains clear. | Uses a smaller range of grammatical structures to express the content.  There may be limitations in the range, or errors in the execution. | Makes use of a very limited range of grammatical structures.  Contains significant errors of grammar. |
| **Latin Style** | Consistently uses word order appropriate to Latin of some identifiable period.  **At stage III, uses Latin idioms.**  **At Honours level, A range answers include rhetorical and/or literary devices.** | Generally, uses word order appropriate to Latin of some identifiable period.  May use idioms. | Attempts to adopt Latin word order but has sections where word order is less authentic.  May have a feeling of “Latinglish” in parts (Latin translated from English). | Uses inappropriate word order.  Literally translates from English into Latin. |
| **Accuracy and clarity** | The Latin is easy to read. | The Latin is generally easy to read, with occasional moments of difficulty. | It is possible to work out what the Latin means. | The Latin is generally or totally incomprehensible as Latin. |
| **Format and layout** | Piece is clearly laid out and formatted in a manner that suits the specific type of creative response chosen and takes full advantage of the opportunities offered by the type of response. | Piece is clearly laid out in a manner that suits the type of creative response chosen. | Piece is readable but format does not aid readability.  Layout may not match the type of creative response chosen. | Format and layout are clunky, hard to read, and detract from the content. |
| **Other notable features** |  |  |  |  |