nomen mihi est: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ mea classus est: \_\_\_\_\_\_

**Progress on Learning Targets- Stage XIII**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| *Assessment* | *target* | *starting* | *working* | ***target*** | *beyond* |
|  | reading irregular verbs |  |  |  |  |
|  | reading irregular verbs |  |  |  |  |
|  | reading irregular verbs |  |  |  |  |
|  | reading irregular verbs |  |  |  |  |
|  |  |  |  |  |  |
|  | writing possum |  |  |  |  |
|  | writing possum |  |  |  |  |
|  | writing possum |  |  |  |  |
|  | writing possum |  |  |  |  |
|  |  |  |  |  |  |
|  | writing volo/nolo |  |  |  |  |
|  | writing volo/nolo |  |  |  |  |
|  | writing volo/nolo |  |  |  |  |
|  | writing volo/nolo |  |  |  |  |
|  |  |  |  |  |  |
|  | Roman-Celtic culture |  |  |  |  |
|  | Roman-Celtic culture |  |  |  |  |
|  |  |  |  |  |  |
|  | attitudes on slavery |  |  |  |  |
|  | attitudes on slavery |  |  |  |  |
|  |  |  |  |  |  |
|  | reading Latin stories |  |  |  |  |
|  | reading Latin stories |  |  |  |  |
|  | reading Latin stories |  |  |  |  |
|  |  |  |  |  |  |
|  | vocabulary |  |  |  |  |
|  | vocabulary |  |  |  |  |
|  | vocabulary |  |  |  |  |
|  | vocabulary |  |  |  |  |

 **Complements and Compliments
Stage XIII Learning Scales**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *skill* | *getting started* | *working on it* | ***on target*** | *extending beyond* |
| *reading an irregular verb* | I can identify a form of possum, sum, volo, or nolo in a Latin sentence. | I can identify the personal ending of and translate some forms of possum, sum, volo, and nolo. | **I can identify the personal ending of and translate most forms of possum, sum, volo and nolo.**  | I can translate *all* forms of possum, sum, volo, and nolo without a subject pronoun. |
| *writing possum* | I can fill in a chart of the forms of possum. | I can add a form of possum to a Latin sentence but it doesn’t always agree with the subject. | **I can add the appropriate form of possum to a Latin sentence.** | I can use appropriate forms of possum and explain spelling “irregularities”.  |
| *writing nolo and volo* | I can fill in a chart of the forms of volo and nolo. | I can add a form of volo or nolo to a Latin sentence but it doesn’t always agree with the subject. | **I can add the appropriate form of volo or nolo to a Latin sentence.** | I can use appropriate forms of volo and nolo and explain spelling “irregularities”. |
| *memorizing**vocabulary* | I can recognize the meaning of some of the unit-specific vocabulary. | I can recognize the meaning and form of some of the unit-specific vocabulary.  | **I can translate (recognize the meaning, form and function of) most of the unit-specific vocabulary.** | I can translate *all* of the unit-specific vocabulary, including nuanced differences. |
| *Roman-Celtic culture* | I can begin an inquiry with essential questions. | I can find information relating to Celtic products/practices in Roman times. | **I can find & present answers to selected essential questions about Celtic products/practices in Roman times.** | I can find, present and analyze answers to my selected essential questions.  |
| *Roman attitudes about slavery* | I can identify differences or similarities between urban and colonial Roman slavery. | I can list differences and similarities between urban and colonial Roman slavery. | **I can discuss differences and similarities between urban and colonial Roman slavery.**  | I can use Latin evidence to discuss differences and similarities between urban and colonial Roman slavery. |
| *reading Latin stories* | With prompting, I can find a main point in a Latin text. | I can answer comprehension questions about a Latin text.  | **I can comprehend and cite the main points of a Latin text which inform my own response to a Latin text.** | I can use Latin evidence to develop an opinion or prediction about a Latin text. |