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# **NEW YORK STATE TEACHER CERTIFICATION EXAMINATIONS™**

## **FIELD 119: LATIN TEST DESIGN AND FRAMEWORK**

**April 2016**

**Authorized for Distribution by the New York State Education Department**

This test design and framework document is designed to provide information about the content and format of a test for the New York State Teacher Certification Examinations™ (NYSTCE®) program. Education faculty and administrators at teacher preparation institutions may also find the information in this framework useful as they discuss the test with candidates. All test components may differ from those presented here. Furthermore, review of this framework, in whole or in part, does not guarantee an increased likelihood of success on any of the New York State Teacher Certification Examinations. The NYSTCE program is subject to change at the sole discretion of the New York State Education Department, and any changes will fully supersede the information presented in this document. As a reminder, candidates are responsible for contacting their certification officer(s) regarding any changes to the New York State Teacher Certification Examinations.

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## NEW YORK STATE TEACHER CERTIFICATION EXAMINATIONS™

### FIELD 119: LATIN TEST DESIGN

This test consists of selected-response items measuring content knowledge, one constructed-response item measuring translation skills, one constructed-response item measuring target-language oral reading skills, and one constructed-response item measuring pedagogical content knowledge. The pedagogical content knowledge constructed-response item requires candidates to describe an instructional strategy to help students achieve a specific standards-based learning goal, to provide a rationale for employing that instructional strategy, and to describe an assessment to measure student learning and inform future instruction.

The selected-response items count for 50% of the total test score and the constructed-response items count for 50% of the total test score, as indicated in the table that follows. Each selected-response item counts the same toward the total test score. The percentage of the total test score derived from each of the constructed-response items is also indicated in the table that follows.

The total testing time is 205 minutes. Candidates are free to set their own pace during the test administration. The following estimates were used to determine the total test time:

- The selected-response items are designed with the expectation of response time up to 85 minutes.
- The Translation constructed-response item is designed with the expectation of a response up to 40 minutes.
- The Interpretive Oral Reading constructed-response item is designed with the expectation of a response up to 20 minutes, including preparation time.
- The Pedagogical Content Knowledge constructed-response item is designed with the expectation of a response up to 60 minutes.

Further information regarding the content of each competency can be found in the test framework.

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<b>Competency</b>	<b>Selected-Response</b>		<b>Constructed-Response</b>	
	Approximate Number of Items	Approximate Percentage of Test Score	Number of Items	Approximate Percentage of Test Score
0001 Interpretive Reading	50	50%	--	--
0002 Translation (Rendering into English)	--	--	1	15%
0003 Interpretive Oral Reading	--	--	1	15%
0004 Pedagogical Content Knowledge	--	--	1	20%
<b>Total</b>	<b>50</b>	<b>50%</b>	<b>3</b>	<b>50%</b>

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Interpretive Reading  
Translation (Rendering into English)  
Interpretive Oral Reading  
Pedagogical Content Knowledge

The New York State Latin educator has the knowledge and skills necessary to teach effectively in New York State public schools. The Latin teacher is a skilled interpretive reader, translator, and oral reader of Latin language and literature. As such, the Latin teacher demonstrates proficiency in the linguistics, pronunciation, meters, and phrasing of Latin.

The Latin teacher is an interpretive reader who actively seeks wide, deep, and thoughtful engagement with authentic Latin literary texts that build knowledge and broaden experiences and perspectives.

The Latin teacher is a skilled translator who carefully analyzes texts and considers point of view, purpose, and audience, as well as social and cultural contexts and perspectives, when choosing words, idioms, structures, and formats to produce renditions that effectively and accurately convey the meaning of Latin texts into English.

The Latin teacher is a confident and fluent oral reader who thoughtfully considers and negotiates meaning, mood, social and cultural contexts, and audience when reading Latin prose or poetry.

The Latin teacher is a knowledgeable guide to the cultural legacy and continuing vitality of the classical tradition. The Latin teacher applies knowledge of Latin vocabulary and grammar to enhance the development of English skills. The Latin teacher understands that Latin is a vehicle through which an understanding of the ancient world becomes possible. The Latin teacher understands that studying Latin can deepen and enhance both teachers' and students' understanding of their own and other languages and cultures.

The Latin teacher possesses the pedagogical content knowledge necessary to support all students' achievement and growth in learning Latin. This includes knowledge of language acquisition theories; knowledge of content and instructional planning and strategies that are aligned with state learning standards (and other standards as appropriate); knowledge of factors and variables that influence students' learning (e.g., home language, cultural and educational background, learning styles, age, developmental levels); knowledge of evidence-based instructional strategies; and knowledge of assessment tools and processes used to collect data to monitor and plan instruction.

*As used in this document, the term "evidence-based" refers to strategies empirically shown to improve learner outcomes, though not necessarily based on systematic experiments or published in a peer-reviewed journal.*

**FIELD 119: LATIN  
TEST FRAMEWORK**

**COMPETENCY 0001—INTERPRETIVE READING**

Performance Expectations

The New York State Latin educator applies literal and inferential comprehension and critical reading skills and knowledge of the linguistic structures, sociolinguistic conventions, and meters and phrasing of Latin to understand and obtain information from a wide range of authentic Latin texts. In interpreting texts, the Latin teacher demonstrates understanding of the cultural perspectives that underlie the cultural products and practices of the classical world. This includes the individual, historical, political, economic, social, intellectual, artistic, scientific, and geographic contexts that shaped the cultures of the classical world and continue to influence the cultures of the modern world.

Performance Indicators

- a. identifies explicit and relevant information (e.g., main idea; sequence of steps; stated cause and effect; significant contextual or situational details, including cultural details such as products, practices, and perspectives of daily life or geographic, political, historical, social, or economic details) in a text
- b. determines the meaning of words and phrases as they are used in texts, including determining the meaning of English derivatives, distinguishing between nuances of meaning, understanding idiomatic expressions and commonly used figurative language, and understanding key terms and domain-specific words and phrases within the context of the text
- c. demonstrates knowledge of the form and use of a variety of linguistic structures used in Latin (e.g., indirect statement, contrary-to-fact conditions, result clauses, voice, mood, tenses, word order) and how these linguistic structures are used to achieve particular effects and meaning in a text
- d. identifies and analyzes metrical elements (e.g., trochee, spondee, dactyl) and meters (e.g., dactylic hexameter, elegiac couplet, hendecasyllabic, Sapphic) in lines of poetry
- e. analyzes the interactions between individuals, events, and ideas in a text and its structure and organization, including how the author's choices of structure, organization, or rhetorical devices are used to achieve particular effects and meaning
- f. summarizes or paraphrases the theme(s) or central idea(s) in a text
- g. draws logical inferences or conclusions based on the context, situation, and information given in a text (e.g., infers the tone an author uses, determines the audience, predicts the outcome of a situation described), identifies explicit and relevant information, and identifies evidence to support inferences drawn from the text
- h. analyzes the communicative strategies and the social and cultural contexts of a text to determine an assumption, an intent, a perspective, or a point of view, including how the author's point of view or purpose shapes the content and style

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- i. analyzes the ways in which an author's point of view or perspectives are influenced by the products, practices, and perspectives of the classical world, including the arts, architecture, literature, historical events, science, influential individuals, or the political, economic, social, intellectual, or geographic context
- j. analyzes the structure of an argument, the validity of reasoning, and the sufficiency and reliability of evidence presented in support of an argument in a text
- k. demonstrates general knowledge of authentic Latin texts in a range of genres from various historical periods
- l. demonstrates understanding of the history of classical Greece and Rome and of its cultural significance
- m. demonstrates understanding of the geography of the classical world, including the cultural significance of historical sites
- n. demonstrates understanding of the perspectives of classical Greece and Rome, the ways in which these perspectives underlie the products and practices of the classical world, the ways in which they have shaped and continue to influence the cultures of the modern world, and ways in which making comparisons among perspectives improves cultural understandings

### COMPETENCY 0002—TRANSLATION (RENDERING INTO ENGLISH)

#### Performance Expectations

The New York State Latin educator applies knowledge of Latin language structures, narrative time frames, and cultural and contextual vocabulary and idioms to render accurately a passage of prose or poetry from Latin into English. In translating a Latin passage for which relevant contextual and background information has been provided, the Latin teacher reflects in the translation an understanding of comparisons between Latin and English and carefully considers meaning, point of view, purpose, mood, audience, context or situation, and as appropriate, the cultural perspectives that underlie the cultural products and practices of the classical world. The contextual information and cultural perspectives include the individual, historical, political, economic, social, intellectual, artistic, scientific, and geographic contexts that shaped the cultures of the classical world and continue to influence the cultures of the modern world.

#### Performance Indicators

- a. applies knowledge of effective techniques to render a passage of Latin prose or poetry into English
- b. determines the meaning of words and phrases as they are used in the Latin passage, including distinguishing between nuances of meaning, understanding idiomatic expressions and commonly used figurative language, and understanding key terms and domain-specific words and phrases within the context of the passage, and chooses appropriate English equivalents to accurately convey the meaning of the original passage

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- c. demonstrates knowledge of the form and use of linguistic structures used in Latin (e.g., indirect statement, contrary-to-fact conditions, result clauses, voice, mood, tenses, word order) and how these linguistic structures are used to achieve particular effects and meaning in the passage through conveying equivalent effects and meaning in the English translation
- d. recognizes the importance of metrical elements (e.g., trochee, spondee, dactyl) and meters (e.g., dactylic hexameter, elegiac couplet, hendecasyllabic, Sapphic) in achieving particular effects and meaning in lines of poetry in the English translation
- e. recognizes the structure and organization of the passage, including how specific parts of the passage interrelate and how the author's choices of structure, organization, or rhetorical devices are used to achieve particular effects and meaning and conveys equivalent effects and meaning in the English translation
- f. draws logical inferences based on the context, situation, and information given in the passage (e.g., infers the tone an author uses, determines the audience) and ascertains the importance of these inferences in conveying the meaning of the original passage in the English translation
- g. analyzes the communicative strategies and the social and cultural contexts of the passage to determine the point of view and purpose, as well as how the author shapes the content and style of the passage in order to effectively convey that point of view and purpose in the English translation
- h. analyzes the ways in which the author's point of view or perspectives are influenced by the products, practices, and perspectives of the classical world, including the arts, architecture, literature, historical events, science, influential individuals, or the political, economic, social, intellectual, or geographic context to effectively convey the author's point of view or perspectives in the English translation

### COMPETENCY 0003—INTERPRETIVE ORAL READING

#### Performance Expectations

The New York State Latin educator applies effective oral reading skills and demonstrates control of Latin structures and Latin pronunciation conventions to read aloud a passage of poetry or prose in Latin. In preparing for the oral reading, the Latin teacher carefully analyzes the meaning and syntactic constructions of the passage while considering purpose, mood, audiences, and social and cultural contexts and perspectives.

#### Performance Indicators

- a. reads a passage of prose or poetry in Latin fluently with attention to pronunciation, syllabic stress, elisions, and where applicable, meter
- b. understands and expresses the meaning of the Latin passage using vocal tone and phrasing appropriate to the mood, sense, and where applicable, meter

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- c. uses logical placement and duration of pauses to group and phrase words that are syntactically and semantically linked
- d. reads coherently and with ease of expression

#### COMPETENCY 0004—PEDAGOGICAL CONTENT KNOWLEDGE

##### Performance Expectations

The New York State Latin educator effectively applies pedagogical content knowledge to design evidence-based instruction that helps students achieve specific standards-driven learning goals and objectives. The Latin teacher assesses students' learning needs and applies knowledge of current research in learning, including theories and processes of language acquisition, to create developmentally appropriate and evidence-based instruction that will help students achieve a specific learning objective and promote innovation, diverse thinking, and creative problem solving. In helping students achieve their learning goals and objectives, the Latin teacher is aware of how home language, prior knowledge, cultural and educational background, learning styles, age, and developmental level influence language acquisition. In developing instruction, the Latin teacher uses evidence-based approaches, including the effective use of technology, to create opportunities for students to use Latin in communicative and meaningful ways and to investigate cultural perspectives that underlie the products and practices of the classical world. The Latin teacher uses effective assessment tools and processes to measure and document student learning and uses assessment data to plan and differentiate instruction.

##### Performance Indicators

- a. identifies a developmentally appropriate learning objective aligned with the New York State Learning Standards (and other standards as appropriate) that demonstrates knowledge of evidence-based approaches, strategies, and tools currently used in language instruction as related to a specified communicative topic and/or function, student characteristic, and/or language proficiency level
- b. identifies the content and language skills as well as the conceptual and cultural understandings necessary for students to achieve the stated learning objective
- c. provides a rationale for including the learning objective in an instructional unit devoted to the specified topic and/or function
- d. uses pre-assessment strategies to determine students' current strengths, areas of need, and readiness (e.g., motivation, learning styles, influence of home language, prior knowledge, or cultural and educational background) for learning the concepts and skills associated with the learning objective in order to inform teaching and learning
- e. describes in detail an evidence-based instructional strategy or activity that creates opportunities for students to use Latin in communicative and meaningful ways and to investigate cultural perspectives that underlie the cultural products and practices of the classical world

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- f. explains how the strategy or activity supports the learning objective and enhances students' knowledge and skills related to the learning objective
- g. describes strategic ways to use appropriate cultural resources and/or media to support the learning objective
- h. demonstrates knowledge of the appropriate and effective use of technological tools, techniques, or processes to enhance teaching practices and to improve learning outcomes
- i. describes in detail an appropriate and effective formative or summative assessment strategy or activity that uses culturally authentic resources and explains how to use the results of this assessment to inform teaching and learning