



NEW YORK STATE
TEACHER
CERTIFICATION
EXAMINATIONS™



**PREPARATION
GUIDE**

**Latin CST
(10)**

The University of the State of New York • NEW YORK STATE EDUCATION DEPARTMENT • Office of Teaching Initiatives, Albany, New York 12234

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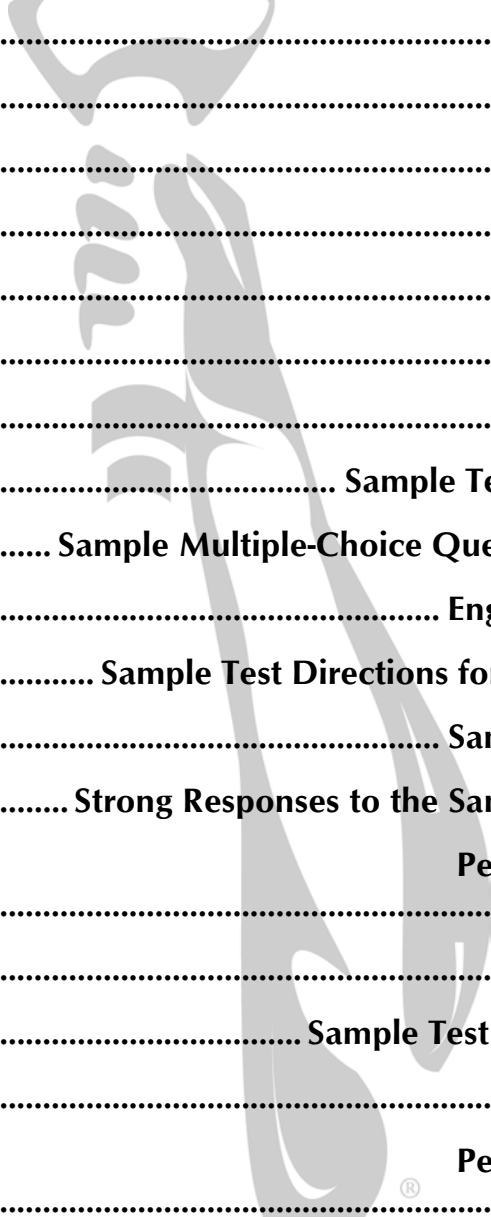
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NEW YORK STATE TEACHER CERTIFICATION EXAMINATIONS™

PREPARATION GUIDE Latin CST (10)

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■ INTRODUCTION

Purpose of This Preparation Guide

This preparation guide is designed to help familiarize candidates with 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 guide useful as they discuss the test with candidates.

The knowledge and skills assessed by the test are acquired throughout the academic career of a candidate. A primary means of preparing for the test is the collegiate preparation of the candidate.

This preparation guide illustrates some of the types of questions that appear on a test; however, the set of sample questions provided in this preparation guide does not necessarily define the content or difficulty of an entire actual test. All test components (e.g., directions, question content and formats) may differ from those presented here. The NYSTCE program is subject to change at the sole discretion of the New York State Education Department.

Organization of This Preparation Guide

Contained in the beginning sections of this preparation guide are general information about the NYSTCE program and how the tests were developed, a description of the organization of test content, and strategies for taking the test.

Following these general information sections, specific information about the test described in this guide is presented. The test objectives appear on the pages following the test-specific overview. The objectives define the content of the test.

Next, information about the multiple-choice section of the test is presented, including sample test directions. Sample multiple-choice questions are also presented, with the correct responses indicated and explanations of why the responses are correct.

Following the sample multiple-choice questions, descriptions of the English-to-Latin translation and oral reading assignments of the test are provided, including sample directions for each. A sample English-to-Latin translation assignment is presented next, followed by a sample oral reading assignment.

For Further Information

If you have questions after reading this preparation guide, you may wish to consult the NYSTCE Registration Bulletin. You can view or print the registration bulletin online at www.nystce.nesinc.com.

■ GENERAL INFORMATION ABOUT THE NYSTCE

How Were the NYSTCE Tests Developed?

The New York State Teacher Certification Examinations are criterion referenced and objective based. A criterion-referenced test is designed to measure a candidate's knowledge and skills in relation to an established standard rather than in relation to the performance of other candidates. The explicit purpose of these tests is to help identify for certification those candidates who have demonstrated the appropriate level of knowledge and skills that are important for performing the responsibilities of a teacher in New York State public schools.

Each test is designed to measure areas of knowledge called subareas. Within each subarea, statements of important knowledge and skills, called objectives, define the content of the test. The test objectives were developed for the New York State Teacher Certification Examinations in conjunction with committees of New York State educators.

Test questions matched to the objectives were developed using, in part, textbooks; New York State learning standards and curriculum guides; teacher education curricula; and certification standards. The test questions were developed in consultation with committees of New York State teachers, teacher educators, and other content and assessment specialists.

An individual's performance on a test is evaluated against an established standard. The passing score for each test is established by the New York State Commissioner of Education based on the professional judgments and recommendations of New York State teachers. Examinees who do not pass a test may retake it at any of the subsequently scheduled test administrations.

Organization of Content

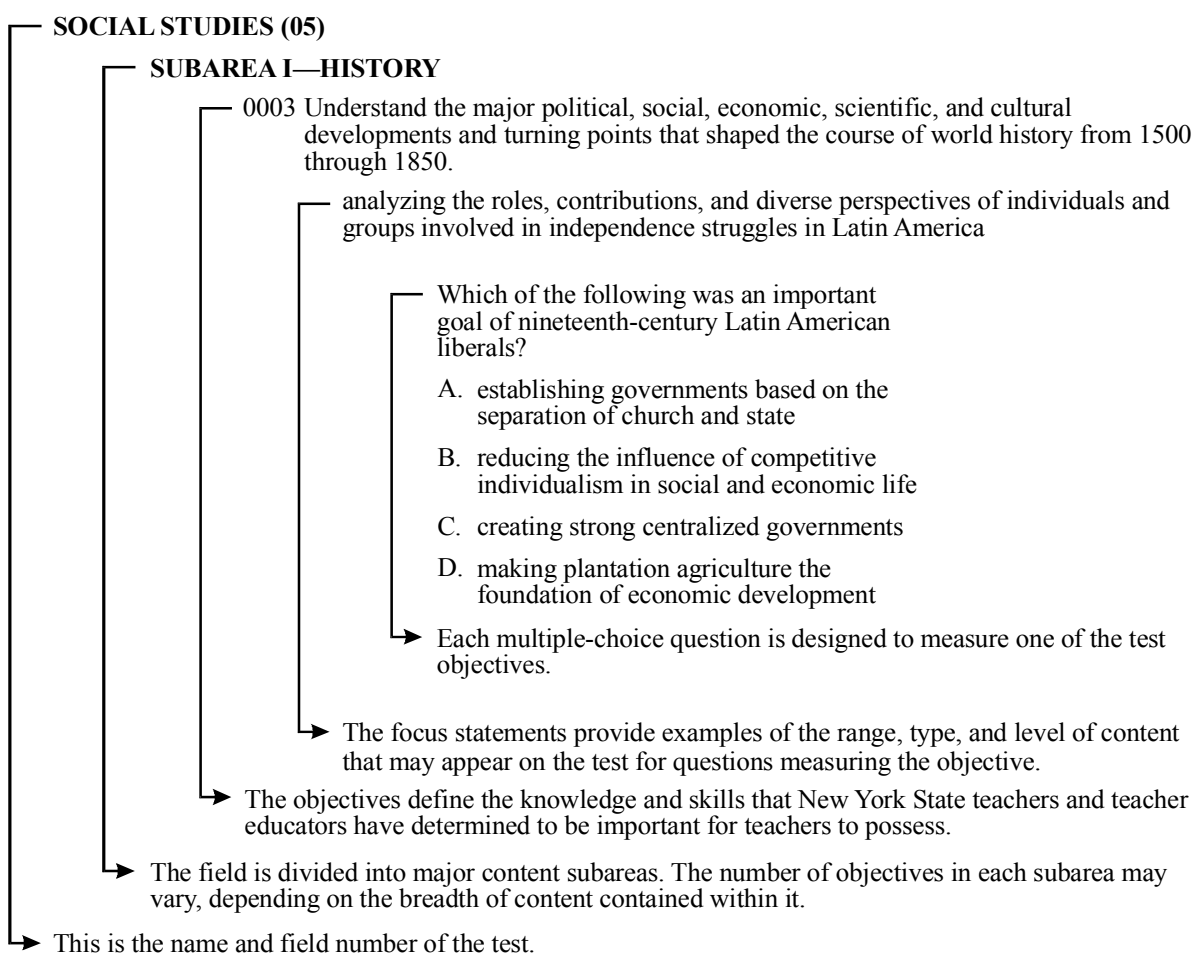
The content covered by each test is organized into **subareas**. These subareas define the major content domains of the test.

Subareas typically consist of several **objectives**. Objectives provide specific information about the knowledge and skills that are assessed by the test.

Each objective is elaborated on by **focus statements**. The focus statements provide examples of the range, type, and level of content that may appear on the tests.

Test questions are designed to measure specific test objectives. The number of objectives within a given subarea generally determines the number of questions that will address the content of that subarea on the test. In other words, the subareas that consist of more objectives will receive more emphasis on the test and contribute more to a candidate's test score than the subareas that consist of fewer objectives.

The following example, taken from the field of Social Studies, illustrates the relationship of test questions to subareas, objectives, and focus statements.



■ TEST-TAKING STRATEGIES

Be On Time.

Arrive at the test center on time so that you are rested and ready to begin the test when instructed to do so.

Follow Directions.

At the beginning of the test session and throughout the test, follow all directions carefully. This includes the oral directions that will be read by the test administrators and any written directions in the test booklet. The test booklet will contain general directions for the test as a whole and specific directions for individual test questions or groups of test questions. If you do not understand something about the directions, do not hesitate to raise your hand and ask your test administrator.

Pace Yourself.

The test schedule is designed to allow sufficient time for completion of the test. Each test session is four hours in length. You will be required to return your materials at the end of the four-hour session.

Do not spend a lot of time with a test question that you cannot answer promptly; skip that question and move on. If you skip a question, be sure to skip the corresponding row of answer choices on your answer document. Mark the question in your test booklet so that you can return to it later, but be careful to appropriately record on the answer document the answers to the remaining questions.

You may find that you need less time than the four hours allotted in a test session, but you should be prepared to stay for the entire time period. Do not make any other commitments for this time period that may cause you to rush through the test.

Read Carefully.

Read the directions and the questions carefully. Read all response options. Remember that multiple-choice test questions call for the "best answer"; do not choose the first answer that seems reasonable. Read and evaluate all choices to find the best answer. Read the questions closely so that you understand what they ask. For example, it would be a waste of time to perform a long computation when the question calls for an approximation.

Read the test questions, but don't read into them. The questions are designed to be straightforward, not tricky.

Mark Answers Carefully.

Your answers for all multiple-choice questions will be scored electronically; therefore, the answer you select must be clearly marked and the only answer marked. If you change your mind about an answer, erase the old answer completely. Do not make any stray marks on the answer sheet; these may be misinterpreted by the scoring machine.

IF YOU SKIP A MULTIPLE-CHOICE QUESTION, BE SURE TO SKIP THE CORRESPONDING ROW OF ANSWER CHOICES ON YOUR ANSWER SHEET.

You may use any available space in the test booklet for notes, but **your answers to the multiple-choice questions must be clearly marked on your answer sheet, and your responses to the English-to-Latin translation assignment must be clearly written in the corresponding spaces of your written response sheet. ONLY ANSWERS AND WRITTEN RESPONSES THAT APPEAR, RESPECTIVELY, ON YOUR ANSWER SHEET AND WRITTEN RESPONSE SHEET WILL BE SCORED.** Answers and written responses in your test booklet will not be scored. For the oral reading assignment, you will be scored only on the response that you provide on the audiotape after you are instructed to begin speaking.

Guessing

As you read through the response options, try to find the best answer. If you cannot quickly find the best answer, try to eliminate as many of the other options as possible. Then guess among the remaining answer choices. Your score on the test is based on the number of test questions that you have answered correctly. There is no penalty for incorrect answers; therefore, it is better to guess than not to respond at all.

Passages or Other Presented Materials

Some test questions are based on passages or other presented materials (e.g., graphs, charts). You may wish to employ some of the following strategies while you are completing these test questions.

One strategy is to read the passage or other presented material thoroughly and carefully and then answer each question, referring to the passage or presented material only as needed. Another strategy is to read the questions first, gaining an idea of what is sought in them, and then read the passage or presented material with the questions in mind. Yet another strategy is to review the passage or presented material to gain an overview of its content, and then answer each question by referring back to the passage or presented material for the specific answer. Any of these strategies may be appropriate for you. You should not answer the questions on the basis of your own opinions but rather on the basis of the information in the passage or presented material.

Check Accuracy.

Use any remaining time at the end of the test session to check the accuracy of your work. Go back to the test questions that gave you difficulty and verify your work on them. Check the answer sheet, too. Be sure that you have marked your answers accurately and have completely erased changed answers.

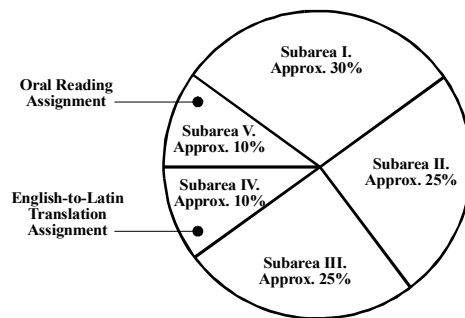
ABOUT THE LATIN TEST

The purpose of the Latin Content Specialty Test (CST) is to assess knowledge and skills in the following five subareas:

- Subarea I. Reading Comprehension and Appreciation
- Subarea II. Language Structures
- Subarea III. Cultural Understanding
- Subarea IV. Writing
- Subarea V. Oral Reading

The test objectives presented on the following pages define the content that may be assessed by the Latin CST. Each test objective is followed by focus statements that provide examples of the range, type, and level of content that may appear on the test for questions measuring that objective.

The test contains approximately 70 multiple-choice test questions, a writing assignment that involves translating five sentences from English into Latin, and an oral reading assignment. For the oral reading assignment, each examinee will read aloud and record in an individual testing room a passage of Latin prose that is printed in the test booklet. The figure below illustrates the approximate percentage of the test corresponding to each subarea.



The section of this preparation guide that follows the test objectives presents sample test questions for you to review as part of your preparation for the test. To demonstrate how objectives may be assessed, sample multiple-choice questions are presented first. The correct response and an explanation of why the response is correct follow each question. A sample English-to-Latin translation assignment is also presented, along with examples of strong responses to the assignment. Then, finally, a sample oral reading assignment is presented, along with a description of a strong response.

The sample questions are designed to illustrate the nature of the test questions; they should not be used as a diagnostic tool to determine your individual strengths and weaknesses.

■ LATIN TEST OBJECTIVES

Reading Comprehension and Appreciation
Language Structures
Cultural Understanding
Writing
Oral Reading

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 reader and interpreter of the Latin language and literature. 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 illuminate the role of Latin in the development of English. Most importantly, the Latin teacher understands that Latin is a vehicle through which an understanding of the ancient world is possible and a tool that can deepen and enhance both teachers' and students' understanding of their own and other languages.

SUBAREA I—READING COMPREHENSION AND APPRECIATION

0001 Apply literal comprehension skills to written texts.

For example:

- demonstrating an understanding of main ideas or supporting details in a passage of prose or poetry
- discerning details regarding character, setting, or events described in a passage of prose or poetry
- analyzing the sequence of events in a passage of prose or poetry
- demonstrating an understanding of stated causes or effects in a passage of prose or poetry

0002 Apply skills of inference and interpretation to written texts.

For example:

- inferring information from a passage of prose or poetry
- predicting outcomes or events based on a passage of prose or poetry
- interpreting moods or attitudes in a passage of prose or poetry

0003 Summarize or paraphrase written texts.

For example:

- selecting an accurate English summary of a passage of Latin prose or poetry
- selecting an accurate restatement, in Latin, of one or more phrases or sentences

0004 Translate sentences or short passages from Latin into English.

For example:

- reading a sentence or short passage of Latin prose and selecting the correct English translation
- reading a sentence or short passage of Latin poetry and selecting the correct English translation

0005 Understand the use of language in prose texts, including literary expression and stylistic variations.

For example:

- analyzing the effect of word order or word choice
- interpreting an image or metaphor
- analyzing the effect of a rhetorical device/figure of speech

0006 Understand the use of language in poetry, including literary expression, metrical elements, and stylistic variations.

For example:

- analyzing the effect of word order or word choice
- interpreting an image or metaphor
- analyzing the effect of a rhetorical device/figure of speech in a passage of poetry
- identifying metrical elements in a passage of poetry

SUBAREA II—LANGUAGE STRUCTURES

0007 Analyze grammar and usage in context.

For example:

- demonstrating an understanding of the function of a word, phrase, or clause in a passage of prose or poetry
- applying principles of agreement (e.g., subject and verb, noun and adjective, pronoun and antecedent) in a passage of prose or poetry
- analyzing grammatical structures in a passage of prose or poetry (e.g., sequence of tenses, participial constructions, indirect statement or question)

0008 Use forms appropriately in given constructions and contexts.

For example:

- selecting an appropriate verb form or phrase to complete a sentence
- selecting an appropriate noun, pronoun, or adjective form or phrase to complete a sentence
- selecting an appropriate construction to complete a sentence

0009 Transform phrases, clauses, and sentences according to given instructions.

For example:

- transforming clauses or sentences when the voice, mood, tense, person, or number of a verb is changed
- transforming a sentence from direct to indirect discourse
- using an equivalent construction to express purpose, cause, time, etc.

0010 Combine two or more sentences into a single sentence that preserves the meaning of the original sentences.

For example:

- expressing a temporal relationship between two sentences through use of a subordinate clause
- expressing a causal relationship between two sentences through use of a subordinate clause
- expressing the appropriate relationship between two sentences through use of a relative clause

0011 Use Latin language skills to analyze English borrowings and derivatives.

For example:

- relating a given English word to its Latin root(s)
- understanding the root meanings of common English prefixes and suffixes
- demonstrating an understanding of the meanings of common words or phrases borrowed from Latin

SUBAREA III—CULTURAL UNDERSTANDING

0012 Understand the major myths and legends of classical culture.

For example:

- identifying important deities, their characteristics, and their functions
- recognizing important mythological and legendary figures and stories
- demonstrating an understanding of how classical mythology has influenced later times

0013 Understand important aspects of the history and geography of the classical world.

For example:

- demonstrating an understanding of major political, economic, social, and cultural trends and developments that shaped the classical world
- analyzing the role of major historical events and figures in the development of the classical world
- identifying important geographic features and historical sites in the classical world and understanding their cultural significance
- analyzing the nature and importance of interactions among cultures of the classical world and interactions with other cultures and civilizations in Europe, Asia, and Africa
- demonstrating an understanding of how classical civilization has influenced later times

0014 Understand significant characteristics of classical art, architecture, and technology.

For example:

- recognizing major artistic and architectural works and characteristics
- demonstrating an understanding of important achievements of classical art, architecture, and technology
- analyzing the influence of classical art and architecture on later cultures

0015 Understand significant characteristics of classical Latin literature.

For example:

- identifying major classical Latin writers and their works
- demonstrating an understanding of characteristics of major literary genres and authors
- analyzing the influence of major classical Latin writers on the development of Western literature

0016 Understand important features of daily life, society, and politics in Roman culture.

For example:

- demonstrating an understanding of important features of daily public and private life
- analyzing major social groups, divisions, and patterns in Roman society
- identifying major political figures, movements, and developments and evaluating their influence on the evolution of Roman civilization
- demonstrating an understanding of how features of daily life, society, and politics in Roman culture have influenced later times

SUBAREA IV—WRITING

0017 Demonstrate Latin writing skills by translating English sentences or short passages into grammatically accurate and appropriate Latin.

For example:

- translating English sentences or short passages that express obligation or necessity
- translating English sentences or short passages that express purpose
- translating English sentences or short passages that contain indirect discourse
- translating English sentences or short passages that contain time expressions
- translating English sentences or short passages that contain subordinate clauses

SUBAREA V—ORAL READING

0018 Read aloud a passage of Latin prose with appropriate pronunciation and phrasing.

For example:

- reading aloud a passage of Latin prose with attention to phrasing, rhythm, and pronunciation

■ MULTIPLE-CHOICE SECTION

Three pieces of information are presented for each multiple-choice test question:

1. the test objective that the sample question illustrates,
2. a sample test question,
3. an indication of the correct response and an explanation of why it is the best available response.

Keep in mind when reviewing the questions and response options that there is one best answer to each question. Remember, too, that each explanation offers one of perhaps many perspectives on why a given response is correct or incorrect in the context of the question; there may be other explanations as well.

On the following page are sample test directions similar to those that candidates see when they take the test.

■ SAMPLE GENERAL TEST DIRECTIONS

TEST DIRECTIONS

This test consists of three sections: (1) a section of multiple-choice questions, (2) a writing section, which involves translating five sentences from English to Latin, and (3) an oral reading section in which you will be asked to read aloud onto an audiotape a passage in Latin. The oral reading section (Section Three) is contained in a separate test booklet and may be administered in a separate room. The directions for each section appear before the section.

You should answer all questions. Even if you are unsure of an answer, it is better to guess than not to answer a question at all. You may use the margins of the test booklet for scratch paper, but you will be scored only on the responses recorded on your answer documents.

FOR TEST SECURITY REASONS, YOU MAY NOT TAKE NOTES OR REMOVE ANY OF THE TEST MATERIALS FROM THE ROOM. Your test materials must be returned to a test administrator when you finish the test.

If you have any questions, please ask them now before beginning the test.



DO NOT GO ON UNTIL YOU ARE TOLD TO DO SO.

SAMPLE TEST DIRECTIONS FOR MULTIPLE-CHOICE QUESTIONS

DIRECTIONS FOR SECTION ONE

Each question in Section One of this booklet is a multiple-choice question with four answer choices. Read each question carefully and choose the ONE best answer. Record your answer on the answer sheet in the space that corresponds to the question number. Completely fill in the space that has the same letter as the answer you have chosen. *Use only a No. 2 lead pencil.*

Sample Question:

1. What is the capital of New York?

- A. Buffalo
- B. New York City
- C. Albany
- D. Rochester

The correct answer to this question is C. You would indicate that on the answer sheet as follows:

1. (A) (B) ● (D)

Turn the page and continue with Section One.

SAMPLE MULTIPLE-CHOICE QUESTIONS, CORRECT RESPONSES, AND EXPLANATIONS



Objective 0008

Use forms appropriately in given constructions and contexts.

1. Itaque senātus dēcrēvit darent operam
cōnsulēs, nē quid rēs pūblica _____
caperet.
(Sallust, *Cat.* 29)

Which form correctly completes this
sentence?

- A. dētrīmentum
 - B. dētrīmentō
 - C. dētrīmentī
 - D. dētrīmenta
-

Correct Response: C. The form needed to complete the *ne* clause is *detrimenti*, the genitive singular of the noun *detrimentum*. The construction is a genitive of the whole (also called a *partitive genitive*), which is required in Latin after the indefinite pronoun *quid*. The clause is translated ". . . lest the republic suffer any[thing of] harm."



Read the passage below; then answer the three questions that follow.

1. Hīs cōstitutīs rēbus, nactus idōneam ad nāvīgandum tempestātem tertiā ferē vigiliā solvit equitēsque
2. in ulteriōrem portum prōgredī et nāvēs cōscendere et sē sequī iussit. . . . ipse hōrā circiter diēi
3. quārtā cum primīs nāvibus Britanniam attigit atque ibi in omnibus collibus expositās hostium cōpiās
4. armātās cōspēxit. Cuius locī haec erat nātūra . . . ita montibus angustē mare continēbātur ut ex locīs
5. superiōribus in lītus tēlum adigī posset. Hunc ad ēgrediendum nēquāquam idōneum locum arbitrātus,
6. dum reliquae nāvēs eō convenīrent, ad hōram nōnam in ancorīs exspectāvit.

(Caesar, *Gallic War* 4.23)



Objective 0007

Analyze grammar and usage in context.

2. The correct translation of *prōgredi* (line 2) is:
- A. advance
 - B. to advance
 - C. I advanced
 - D. of advancing
-

Correct Response: B. *Prōgredi* is the infinitive of the verb *prōgredior*. It is used here to complete the phrase, "he ordered the cavalry. . ." (*equitēs iussit*), and means "to advance."



Objective 0016

Understand important features of daily life, society, and politics in Roman culture.

3. At about what time did Caesar reach Britain with the first ships?
- A. 4 A.M.
 - B. 9 A.M.
 - C. 4 P.M.
 - D. 9 P.M.
-

Correct Response: B. In lines 2–3, Caesar writes that he reached Britain with the first ships at about the fourth hour of the day (*hōrā circiter diēi quārtā cum primīs nāvibus Britanniam attigit*). The Romans began counting the twelve hours of daylight at sunrise, so it is clear that the fourth hour of the day would be sometime in the mid-morning. The only one of the choices which could possibly be the fourth Roman hour is 9 A.M., which is in fact the time that Caesar arrived on this summer morning.



Objective 0001

Apply literal comprehension skills to written texts.

4. Why did Caesar decide against disembarking?
- A. The beach was within range of enemy weapons.
 - B. The enemy possessed superior weapons.
 - C. The mountains were too far from the shore.
 - D. There was a superior location on the facing shore.
-

Correct Response: A. In lines 3–4, Caesar writes that "he saw the armed troops of the enemy arrayed in all the hills" (*in omnibus collibus expositās hostium cōpiās armātās cōspēxit*). In lines 4–5, he describes the nature of the shore, "the sea was so closely hemmed in by the mountains that from the higher places a weapon could be hurled onto the shore" (*ita montibus angustē mare continēbātur ut ex locīs superiōribus in lītus tēlum adigī posset*). In the final sentence, lines 5–6, Caesar judges the place unsuitable for disembarking and waits for reinforcements to arrive (*Hunc ad ēgrediendum nēquāquam idōneum locum arbitrātus, dum reliquae nāvēs eō convenīrent ad hōram nōnam in ancorīs exspectāvit*). Thus, the reason that the shore was an unsuitable place to disembark was the proximity of the enemy in the hills who could reach the shore with their weapons.

ENGLISH-TO-LATIN TRANSLATION ASSIGNMENT SECTION

On the following pages are:

- ▶ Sample test directions for the English-to-Latin translation assignment
- ▶ A sample English-to-Latin translation assignment
- ▶ Examples of strong responses to the assignment
- ▶ The performance characteristics and scoring scale

On the actual test, candidates will be given a different English-to-Latin translation assignment from the one provided as a sample in this preparation guide.

SAMPLE TEST DIRECTIONS FOR THE ENGLISH-TO-LATIN TRANSLATION ASSIGNMENT

DIRECTIONS FOR SECTION TWO ENGLISH-TO-LATIN TRANSLATION ASSIGNMENT

For Section Two of the test, you will be presented with five English sentences and asked to translate them into Latin. The English sentences will be lettered from A to E. You should write your translation of each English sentence in the corresponding space on your written response sheet. *Your score for this section will be based solely on the responses you write in the corresponding spaces on your written response sheet.*

Your Latin translation of each of the assigned English sentences will be evaluated on the basis of the following criteria:

- **MEANING:** extent to which the Latin translation captures the meaning of the English sentence and faithfully preserves the key concepts and relations expressed in the English sentence
- **GRAMMAR:** accuracy in the application of rules of Latin syntax and morphology
- **SPELLING:** accuracy in the application of rules of Latin spelling

Your Latin sentences should accurately convey the meaning of the English sentences that they translate, and they should conform to the rules of Latin grammar and spelling. Macrons are optional and will not be counted in scoring, regardless of whether you use them. You may use "i" and "j" interchangeably and "u" and "v" interchangeably; you need not be consistent in your use of these letters. Style (e.g., elegance, economy of expression, aesthetic merit) will not be taken into consideration in evaluating your translations. You should use natural and idiomatic Latin constructions in your translations.

Turn the page and continue with Section Two.

SAMPLE ENGLISH-TO-LATIN TRANSLATION ASSIGNMENT



Objective 0017

Demonstrate Latin writing skills by translating English sentences or short passages into grammatically accurate and appropriate Latin.

For each of the five English sentences below, write in the corresponding space on your written response sheet a translation of the sentence into Latin. Make sure that your Latin sentences express the same meaning as the English sentences they translate and that they contain no errors in grammar or spelling.

- A. A bridge must be built by our men.
- B. We were preparing the dining room so that the guests might dine.
- C. I know that I placed the gold near the tree.
- D. For many days she remained without any reply.
- E. I was so angry that I said many harsh things.

■ STRONG RESPONSES TO THE SAMPLE ENGLISH-TO-LATIN TRANSLATION ASSIGNMENT

- A. Example: *Pons nostris aedificandus est.*
- B. Example: *Triclinium parabamus ut convivae cenarent.*
- C. Example: *Scio me aurum prope arborem posuisse.*
- D. Example: *Multas dies sine ullo responso manebat.*
- E. Example: *Tam iratus eram ut multa acerba dicerem.*

■ PERFORMANCE CHARACTERISTICS AND SCORING SCALE FOR ENGLISH-TO-LATIN TRANSLATION ASSIGNMENT

Performance Characteristics

The following characteristics guide the scoring of responses to the English-to-Latin translation assignment.

MEANING	extent to which the Latin translation captures the meaning of the English sentence and faithfully preserves the key concepts and relations expressed in the English sentence
GRAMMAR	accuracy in the application of rules of Latin syntax and morphology
SPELLING	accuracy in the application of rules of Latin spelling

Scoring Scale

Scores will be assigned to each response to the English-to-Latin translation assignment according to the following scoring scale.

Score Point	Score Point Description
<p style="text-align: center;">4</p>	<p>The "4" response reflects a thoroughly accurate translation of the stimulus sentence from English into Latin.</p> <ul style="list-style-type: none"> • The Latin translation accurately captures the meaning of the stimulus sentence and introduces no extraneous content. • The Latin translation conforms to the rules of Latin syntax and morphology. • The Latin translation conforms to the rules of Latin spelling.
<p style="text-align: center;">3</p>	<p>The "3" response reflects a generally accurate translation of the stimulus sentence from English into Latin.</p> <ul style="list-style-type: none"> • The Latin translation largely captures the meaning of the stimulus. Some minor aspects of the meaning of the original sentence may have been lost or slightly distorted, or some extraneous content may have been introduced. • The Latin translation generally conforms to the rules of Latin syntax and morphology, though it may contain grammatical errors that do not substantially interfere with the communication of the meaning of the stimulus sentence. • The Latin translation generally conforms to the rules of Latin spelling, though the translation may contain minor spelling errors.
<p style="text-align: center;">2</p>	<p>The "2" response reflects a partially accurate translation of the stimulus sentence from English into Latin.</p> <ul style="list-style-type: none"> • The Latin translation partially captures the meaning of the stimulus sentence. Some important aspects of the meaning of the original sentence may have been lost or distorted, and/or extraneous content may have been introduced. • The Latin translation shows a limited, possibly inaccurate or inappropriate application of the rules of Latin syntax and morphology, and it may contain grammatical errors that interfere with the communication of the meaning of the stimulus sentence. • The Latin translation partially conforms to the rules of Latin spelling, though there may be multiple spelling errors.
<p style="text-align: center;">1</p>	<p>The "1" response reflects an inaccurate translation of the stimulus sentence from English into Latin.</p> <ul style="list-style-type: none"> • The Latin translation does not capture the meaning of the stimulus sentence. Essential aspects of the meaning of the original sentence are lost or distorted, and/or extraneous content has been introduced. • The Latin translation shows an inaccurate or inappropriate application of the rules of Latin syntax and morphology, and it contains grammatical errors that prevent communication of the meaning of the stimulus sentence. • The Latin translation does not conform to the rules of Latin spelling.

■ ORAL READING ASSIGNMENT SECTION

On the following pages are:

- ▶ Sample test directions for the oral reading assignment
- ▶ A sample oral reading assignment
- ▶ A description of the task and expected response
- ▶ The performance characteristics and scoring scale

On the actual test, candidates will be given a different oral reading assignment from the one provided as a sample in this preparation guide.

SAMPLE TEST DIRECTIONS FOR THE ORAL READING ASSIGNMENT

DIRECTIONS FOR SECTION THREE ORAL READING ASSIGNMENT

For Section Three of the test, you will read aloud onto an audiotape a Latin passage that is printed in your test booklet. You will have two minutes to read the passage silently, then three minutes to read it aloud. Your score for this section will be based solely on the oral reading that you provide on the audiotape after the announcer instructs you to begin speaking.

Your oral reading will be evaluated on the basis of the following criteria:

- **PRONUNCIATION:** appropriateness 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

You may use either classical or ecclesiastical pronunciation, but whichever you choose, it should be used consistently. Through your oral reading, you are expected to demonstrate your comprehension of the text and your facility with Latin as a spoken language.

Once the audiotape has begun, it cannot be stopped, nor can you re-record your response.

When you have finished reading these directions, please look up. You will receive further instructions from your test administrator.



DO NOT GO ON UNTIL YOU ARE TOLD TO DO SO.

■ SAMPLE ORAL READING ASSIGNMENT



Objective 0018

Read aloud a passage of Latin prose with appropriate pronunciation and phrasing.

Read silently the selection below from Aulus Gellius, *Noctes Atticae* 1.10. You will have 2 minutes to read the passage silently. Then, when you are told to do so, begin reading the selection aloud at normal speed and with appropriate emphasis and expression. You may use either classical or ecclesiastical pronunciation, but whichever you choose, you should use it consistently. You will be given a total of 3 minutes to complete your reading. You will be told when your 3 minutes are up. You may begin reading the selection now. You will be told when to begin reading aloud.

Favōrīnus philosophus adulēscētī, veterum verbōrum cupidissimō, et plērāsque vōcēs nimis priscās et ignōtās in cotīdiānīs sermōnibus exprōmentī, "Curius," inquit, "et Fabricius et Corucānius, antīquissimī virī, et hīs antīquiōrēs Horātiī illī trigeminī, plānē ac dīlūcidē cum suīs locūtī sunt, neque Auruncōrum aut Sicānōrum aut Pelasgōrum, quī prīmī coluisse Ītaliā dīcuntur, sed aetātis suae verbīs ūsī sunt; tū autem proinde quasi cum mātē Ēuandrī nunc loquāre, sermōne abhinc multīs annīs iam dēsītō ūteris, quod scīre atque intellegere nēmīnem vīs, quae dīcās. Nōnne, homō inepte, ut quod vīs abundē cōsequāris, tacēs?"

Oral responses are evaluated on the basis of the following criteria:

- appropriateness of the articulation of individual sounds and words;
- accuracy of the placement and duration of pauses and appropriateness of the grouping and phrasing of syntactic constructions;
- appropriateness of rate and tone of speech;
- coherence and ease of expression; and
- accuracy of comprehension of the meaning and expressed mood of the text.

When reading aloud this or any other Latin passage, you should take care not only to pronounce individual words correctly, but also to convey the literal meaning and expressive quality of the text. While your reading need not be dramatic, you should use pauses and variations in rate and vocal tone to help a listener understand the text and appreciate its stylistic qualities. You may use classical or ecclesiastical pronunciation, but whichever you choose, you should be consistent. Responses will be evaluated on the basis of five major criteria: pronunciation, phrasing, rhythm, fluency, and expressiveness.

■ PERFORMANCE CHARACTERISTICS AND SCORING SCALE FOR ORAL READING ASSIGNMENT

Performance Characteristics

The following characteristics guide the scoring of responses to the oral reading assignment.

PRONUNCIATION	appropriateness 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

Scoring Scale

Scores will be assigned to each response to the oral reading assignment according to the following scoring scale.

Score Point	Score Point Description
4	The candidate pronounces almost all words accurately and consistently, with proper syllabic accent. The candidate groups together words that are linked syntactically and semantically, pausing where appropriate. The candidate 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 reads the text as whole phrases and clauses rather than a string of words. The reader shows comprehension and the ability to express the meaning, tone, and mood of the text.
3	The candidate pronounces most words accurately and consistently, generally with proper syllabic accent, although word, syllable, and accent inaccuracies may be present. The candidate generally groups words that are linked syntactically and semantically; pauses are mostly appropriate. The candidate shows some 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 stumbles occasionally, but demonstrates a sense that the text comprises whole phrases and clauses rather than a string of words. The reader generally shows comprehension and some ability to express the meaning, tone, and mood of the text.
2	The candidate pronounces many words accurately and consistently, but omission and/or confusion of syllables and improper accentuation are noticeable. The candidate sometimes groups words that are linked syntactically and semantically, but pauses often seem random or inappropriate. The candidate shows slight awareness of the writer's use of sound; generally does not vary rate and vocal tone in accordance with the sense of the text. The reader stumbles frequently; rarely sustains a sense that the text comprises phrases and clauses rather than a string of words. The reader shows little comprehension or ability to express the meaning, tone, and mood of the text.
1	The candidate pronounces some words accurately and consistently, but often omits or confuses syllables and applies accent improperly. The candidate rarely or never groups words that are linked syntactically and semantically; pauses generally seem random. The reader shows very little or no awareness of the writer's use of sound; does not vary rate and vocal tone in accordance with the sense of the text. The reader stumbles frequently and reads the text as a string of words. The reader shows very little or no comprehension or ability to express the meaning, tone, and mood of the text.