TExES | Texas Examinations of Educator Standards

Preparation Manual

612 Languages Other Than English (LOTE) Latin EC–12

TABLE OF CONTENTS

Chapter 1

Introduction to the Languages Other Than English (LOTE) Latin EC–12 Test and Suggestions for Using This Test Preparation Manual

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1

OVERVIEW

The State Board for Educator Certification (SBEC) has approved Texas educator standards that delineate what the beginning educator should know and be able to do. These standards, which are based on the state-required curriculum for students — the Texas Essential Knowledge and Skills (TEKS) — form the basis for the Texas Examinations of Educator Standards® (TExES®) program. This initiative, administered by Texas Education Agency (TEA), will affect all areas of Texas education — from the more than 170 approved Texas Educator Preparation Programs (EPPs) to the more than 7,000 Texas school campuses. This standards-based system reflects SBEC's commitment to help align Texas education from kindergarten through college. SBEC and TEA's roles in this K–16 initiative will ensure that newly certified Texas educators have the essential knowledge and skills to teach the TEKS to the state's public school students.

This manual is designed to help examinees prepare for the TExES test in this field. Its purpose is to familiarize examinees with the competencies to be tested, test question formats and pertinent study resources. EPP staff may also find this information useful as they help examinees prepare for careers as Texas educators.

KEY FEATURES OF THE MANUAL

- *List of competencies that will be tested*
- *Strategies for answering multiple-choice questions*
- *Rubrics for pronunciation skills section*
- *Strategies for answering pronunciation skills questions*
- *Sample test questions and answer key*

If you have any questions after reading this preparation manual or you would like additional information about the TExES tests or the educator standards, please visit the TEA website at **www.tea.state.tx.us**.

INTRODUCTION TO THE LANGUAGES OTHER THAN ENGLISH (LOTE) LATIN EC–12
TEST AND SUGGESTIONS FOR USING THIS TEST PREPARATION MANUAL

1

USING THE TEST FRAMEWORK

The Texas Examinations of Educator Standards (TExES) tests measure the content knowledge required of an entry-level educator in a particular field in Texas public schools. This manual is designed to guide your preparation by helping you become familiar with the material to be covered on the test you are planning to take, identify areas where you feel you may be weak and increase your knowledge in those areas by helping you design a study plan.

When preparing for this test, you should focus on the competencies and descriptive statements, which delineate the content that is eligible for testing. A portion of the content is represented in the sample questions that are included in this manual. These test questions represent only a sampling of questions. Thus, your test preparation should focus on the competencies and descriptive statements and not simply on the sample questions.

ORGANIZATION OF THE TExES TEST FRAMEWORK

The test framework is based on the educator standards for this field.

The content covered by this test is organized into broad areas of content called domains. Each domain covers one or more of the educator standards for this field. Within each domain, the content is further defined by a set of competencies. Each competency is composed of two major parts:

1. the **competency statement**, which broadly defines what an entry-level educator in this field in Texas public schools should know and be able to do, and

2. the **descriptive statements**, which describe in greater detail the knowledge and skills eligible for testing.

The educator standards being assessed within each domain are listed for reference at the beginning of the test framework, which begins on page 10. These are followed by a complete set of the framework's competencies and descriptive statements.

An example of a competency and its accompanying descriptive statements is provided below.

SAMPLE COMPETENCY

Languages Other Than English (LOTE) Latin EC–12

COMPETENCY 001 (LITERAL COMPREHENSION OF WRITTEN COMMUNICATION)
THE BEGINNING TEACHER OF LATIN DEMONSTRATES THE ABILITY TO UNDERSTAND THE LITERAL CONTENT OF AUTHENTIC MATERIALS WRITTEN IN THE TARGET LANGUAGE.

1

SAMPLE DESCRIPTIVE STATEMENTS

The beginning teacher:

A. Understands the literal content of a variety of authentic materials in Latin (e.g., can determine the main idea of a passage, summarize a passage accurately, identify the sequence of events in a passage and discern details regarding character, setting or events described in a passage).

B. Understands various types of authentic Latin texts in prose and verse.

C. Understands frequently used idiomatic words and expressions in a variety of culturally specific authentic materials.

D. Understands Latin morphology and syntax, identifying standard word forms and constructions and recognizing standard Latin grammatical terminology in a variety of authentic texts.

STUDYING FOR THE TExES TEST

The following steps may be helpful in preparing for the TExES test.

1. Identify the information the test will cover by reading through the test competencies (see Chapter 3). Within each domain of this TExES test, each competency will receive approximately equal coverage.

2. Read each competency with its descriptive statements in order to get a more specific idea of the knowledge you will be required to demonstrate on the test. You may wish to use this review of the competencies to set priorities for your study time.

3. Review the "Preparation Resources" section of this manual (Appendix B) for possible resources to consult. Also, compile key materials from your preparation course work that are aligned with the competencies.

4. Study this manual for approaches to taking the TExES test.

5. When using resources, concentrate on the key skills and important abilities that are discussed in the competencies and descriptive statements.

6. Use the study plan sheet (Appendix A) to help you plan your study.

NOTE: This preparation manual is the only TExES test study material endorsed by Texas Education Agency (TEA) for this field. Other preparation materials may not accurately reflect the content of the test or the policies and procedures of the TExES program.

Chapter 2

Background Information on the TExES Testing Program

2

THE TEXES TESTS FOR TEXAS TEACHERS

As required by the Texas Education Code §21.048, successful performance on educator certification examinations is required for the issuance of a Texas educator certificate. Each TExES test is a criterion-referenced examination designed to measure the knowledge and skills delineated in the corresponding TExES test framework. Each test framework is based on standards that were developed by Texas educators and other education stakeholders.

Each TExES test is designed to measure the requisite knowledge and skills that an entry-level educator in this field in Texas public schools must possess. The tests include both individual (stand-alone) test questions and questions that are arranged in clustered sets based on real-world situations faced by educators.

DEVELOPMENT OF THE NEW TExES TESTS

Committees of Texas educators and members of the community guide the development of the new TExES tests by participating in each stage of the test development process. These working committees are composed of Texas educators from public and charter schools, university and EPP faculty, education service center staff, representatives from professional educator organizations, content experts and members of the business community. The committees are balanced in terms of position, affiliation, years of experience, ethnicity, gender and geographical location. The committee membership is rotated during the development process so that numerous Texas stakeholders may be actively involved. The steps in the process to develop the TExES tests are described below.

1. **Develop Standards.** Committees are established to recommend what the beginning educator should know and be able to do. Using the Texas Essential Knowledge and Skills (TEKS) as the focal point, draft standards are prepared to define the knowledge and skills required of the beginning educator.

2. **Review Standards.** Committees review and revise the draft standards. The revised draft standards are then placed on the TEA website for public review and comment. These comments are used to prepare a final draft of the standards that will be presented to the SBEC Board for discussion, the State Board of Education (SBOE) for review and comment and the SBEC Board for approval. Standards not based specifically on the TEKS, such as those for librarians and counselors, are proposed as rule by the SBEC Board; sent to the SBOE for its 90-day review; and, if not rejected by the SBOE, adopted by the SBEC Board.

3. **Develop Test Frameworks.** Committees review and revise draft test frameworks that are based on the standards. These frameworks outline the specific competencies to be measured on the new TExES tests. Draft frameworks are not finalized until after the standards are approved and the job analysis/content validation survey (see #4) is complete.

4. **Conduct Job Analysis/Content Validation Surveys.** A representative sample of Texas educators who practice in or prepare individuals for each of the fields for which an educator certificate has been proposed are surveyed to determine the relative job importance of each competency outlined in the test framework for that content area. Frameworks are revised as needed following an analysis of the survey responses.

5. **Develop and Review New Test Questions.** The test contractor develops draft questions that are designed to measure the competencies described in the test framework. Committees review the newly developed test questions that have been written to reflect the competencies in the new test framework. Committee members scrutinize the draft questions for appropriateness of content and difficulty; clarity; match to the competencies; and potential ethnic, gender and regional bias.

6. **Conduct Pilot Test of New Test Questions.** All of the newly developed test questions that have been deemed acceptable by the question review committees are then administered to an appropriate sample of candidates for certification.

7. **Review Pilot Test Data.** Pilot test results are reviewed to ensure that the test questions are valid, reliable and free from bias.

8. **Administer TExES Tests.** New TExES tests are constructed to reflect the competencies, and the tests are administered to candidates for certification.

9. **Set Passing Standard.** A Standard Setting Committee convenes to review performance data from the initial administration of each new TExES test and to recommend a final passing standard for that test. The SBEC Board considers this recommendation as it establishes a passing score on the test.

2

Taking the TExES Test and Receiving Scores

Please refer to the current TExES *Registration Bulletin* or the ETS TExES website at **www.texes.ets.org** for information on test dates, test centers, fees, registration procedures and program policies.

Your score report will be available to you in your testing account on the ETS TExES online registration system by 5 p.m. Central time on the score reporting date indicated in the *Registration Bulletin*. The report will indicate whether you have passed the test and will include:

- A total test scaled score. Scaled scores are reported to allow for the comparison of scores on the same content-area test taken on different test administration dates. The total scaled score is not the percentage of questions answered correctly and is not determined by averaging the number of questions answered correctly in each domain.
  - For all TExES tests, the score scale is 100–300 with a scaled score of 240 as the minimum passing score. This score represents the minimum level of competency required to be an entry-level educator in this field in Texas public schools.

- Your performance in the major content domains of the test and in the specific content competencies of the test.
  - This information may be useful in identifying strengths and weaknesses in your content preparation and can be used for further study or for preparing to retake the test. However, it is important to use caution when interpreting scores reported by domain and competency as these scores are typically based on a smaller number of items than the total score and therefore may not be as reliable as the total score.

- A link to information to help you understand the score scale and interpret your results.

A score report will not be available to you if you are absent or choose to cancel your score.

For more information about scores or to access scores online, go to **www.texes.ets.org**.

EDUCATOR STANDARDS
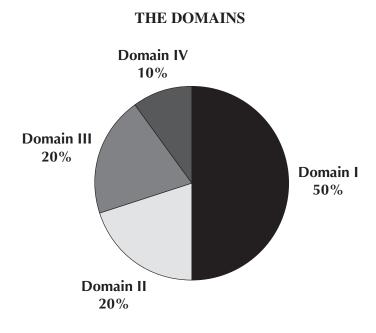
Complete, approved educator standards are posted on the TEA website at **www.tea.state.tx.us**.

Chapter 3

Study Topics

3

TEST FRAMEWORK FOR FIELD 612: LANGUAGES OTHER THAN ENGLISH (LOTE) LATIN EC–12

THE DOMAINS

- **Domain I: Reading Comprehension**
  Standard Assessed: VI

- **Domain II: Writing**
  Standard Assessed: VIII

- **Domain III: Cultural Understanding**
  Standard Assessed: IV

- **Domain IV: Pronunciation Skills**
  Standard Assessed: VII

TOTAL TEST BREAKDOWN

- Exam is computer delivered
- 2 Sections
- 15 Pronunciation Tasks (12 Scored Tasks*)
- 101 Multiple-Choice Questions (81 Scored Questions*)

*Your final scaled score will be based only on scored questions.

3

Section	Competencies	Domain(s)	Number of Questions	Timing	Weight of Section
I Pronunciation	Speaking Proficiency	IV	Total Pronunciation Tasks: 15 (12 scored plus 3 not scored) • 5 Words (4 scored plus 1 not scored) • 5 Phrases (4 scored plus 1 not scored) • 5 Sentences (4 scored plus 1 not scored)	20 minutes	10%
II Multiple Choice			Total Multiple-Choice Questions: 101 (81 scored plus 20 not scored)	4 hours 15 minutes	90%
	Language Structures	II	20 Questions (17 scored plus 3 not scored)		
	Intercultural and Cross-cultural Connections	III	23 Questions (18 scored plus 5 not scored)		
	Literal Comprehension of Written Communication Inferential and Interpretive Analysis of Written Communication	I	58 Questions (46 scored plus 12 not scored)		

THE STANDARDS

LOTE LATIN EC–12 STANDARD IV:
   The beginning teacher of Latin understands the connections between the Latin language and Roman culture and history, including the interactions among cultural products, practices and perspectives within Roman culture and history.

LOTE LATIN EC–12 STANDARD VI:
   The beginning teacher of Latin demonstrates the ability to understand the literal content of authentic materials written in the target language.

LOTE LATIN EC–12 STANDARD VII:
   The LOTE teacher demonstrates the ability to produce accurate pronunciation consistently in the target language.

LOTE LATIN EC–12 STANDARD VIII:
   The beginning teacher of Latin demonstrates the ability to use a broad range of simple and complex language structures in the target language.

COMPETENCIES

DOMAIN I — READING COMPREHENSION

COMPETENCY 001 (LITERAL COMPREHENSION OF WRITTEN COMMUNICATION)
THE BEGINNING TEACHER OF LATIN DEMONSTRATES THE ABILITY TO UNDERSTAND THE LITERAL CONTENT OF AUTHENTIC MATERIALS WRITTEN IN THE TARGET LANGUAGE.

The beginning teacher:

A.   Understands the literal content of a variety of authentic materials in Latin (e.g., can determine the main idea of a passage, summarize a passage accurately, identify the sequence of events in a passage and discern details regarding character, setting or events described in a passage).

B.   Understands various types of authentic Latin texts in prose and verse.

C.   Understands frequently used idiomatic words and expressions in a variety of culturally specific authentic materials.

D.   Understands Latin morphology and syntax, identifying standard word forms and constructions and recognizing standard Latin grammatical terminology in a variety of authentic texts.

COMPETENCY 002 (INFERENTIAL AND INTERPRETIVE ANALYSIS OF WRITTEN COMMUNICATION)

THE BEGINNING TEACHER OF LATIN DEMONSTRATES THE ABILITY TO INFER, INTERPRET AND EVALUATE MEANING FROM A VARIETY OF AUTHENTIC MATERIALS WRITTEN IN THE TARGET LANGUAGE.

The beginning teacher:

A. Applies critical-reading skills (e.g., making inferences about setting or character from information provided in a passage; discerning implied cause-and-effect relationships in a passage; inferring an author's assumptions, purpose or point of view in a passage; interpreting figurative language, such as metaphors and similes, in a literary passage) to a variety of authentic materials in Latin.

DOMAIN II — WRITING

COMPETENCY 003 (LANGUAGE STRUCTURES)

THE BEGINNING TEACHER OF LATIN DEMONSTRATES THE ABILITY TO USE A BROAD RANGE OF SIMPLE AND COMPLEX LANGUAGE STRUCTURES IN THE TARGET LANGUAGE.

The beginning teacher:

A. Demonstrates the ability to use simple and complex language structures and conventions in the writing of Latin texts appropriate for the conduct of instruction in Latin.

B. Demonstrates a broad range of vocabulary, often-used idiomatic expressions and culturally appropriate usage in the writing of Latin texts appropriate for the conduct of instruction in Latin.

DOMAIN III — CULTURAL UNDERSTANDING

COMPETENCY 004 (INTERCULTURAL AND CROSS-CULTURAL CONNECTIONS)

THE BEGINNING TEACHER OF LATIN UNDERSTANDS THE CONNECTIONS BETWEEN THE LATIN LANGUAGE AND ROMAN CULTURE AND HISTORY, INCLUDING THE INTERACTIONS AMONG CULTURAL PRODUCTS, PRACTICES AND PERSPECTIVES WITHIN ROMAN CULTURE AND HISTORY.

The beginning teacher:

A. Understands and analyzes connections among cultural products, practices and perspectives in Roman culture.

B. Understands and analyzes important historical developments within Roman culture.

3

C. Understands and analyzes connections among Roman cultural practices, products and perspectives in areas such as social institutions (e.g., education, family, law, government), patterns of social interaction, products used in daily life (e.g., clothing), works of art and daily activities (e.g., transportation, technology, leisure activities).

D. Understands and analyzes the factors within Roman culture that influence the development and use of the Latin language.

E. Compares and contrasts cultural practices, products and perspectives of Roman culture with those of other cultures contemporary with Rome (e.g., Greece, Egypt and other ancient cultures), and of later cultures, including contemporary U.S. culture.

DOMAIN IV — PRONUNCIATION SKILLS

COMPETENCY 005 (SPEAKING PROFICIENCY)
THE LOTE TEACHER DEMONSTRATES THE ABILITY TO PRODUCE ACCURATE PRONUNCIATION CONSISTENTLY IN THE TARGET LANGUAGE.

The beginning teacher:

A. Is able to read aloud words, phrases and short sentences of Latin with a level of accuracy and consistency appropriate for the conduct of instruction in Latin.

Chapter 4

Succeeding on Multiple-Choice Questions

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APPROACHES TO ANSWERING MULTIPLE-CHOICE QUESTIONS

The purpose of this section is to describe multiple-choice question formats that you will see on the Languages Other Than English (LOTE) Latin EC–12 test and to suggest possible ways to approach thinking about and answering the multiple-choice questions. However, these approaches are not intended to replace familiar test-taking strategies with which you are already comfortable and that work for you.

The LOTE Latin EC–12 test is designed to include a total of 101 multiple-choice questions, out of which 81 are scored. Your final scaled score will be based only on scored questions. The questions that are not scored are being pilot tested in order to collect information about how these questions will perform under actual testing conditions. These questions are not identified on the test.

All multiple-choice questions on this test are designed to assess your knowledge of the content described in the test framework. The multiple-choice questions assess your knowledge of language structures in Latin and your ability to understand written materials in Latin, to identify details and make inferences. These questions also test your knowledge of various aspects of Roman culture and history.

When you are ready to respond to a multiple-choice question, you must choose one of four answer options labeled A, B, C and D. Leave no questions unanswered. Nothing is subtracted from your score if you answer a question incorrectly. Questions for which you mark no answer are counted as incorrect. Your score will be determined by the number of questions for which you select the best answer.

NOTE: In the language and passage-based portions of the multiple-choice section, "macrons" will appear over all vowels that are long (e.g., frātre meō). Macrons do not appear on Latin words used in the Intercultural and Cross-cultural Connections questions.

QUESTION FORMATS

You may see the following types of multiple-choice questions on the test.

— Single Questions

— Single Questions with Stimulus Materials

On the following pages, you will find descriptions of these commonly used question formats, along with suggested approaches for responding to each type of question. In the actual testing situation, you may mark the test questions and/or write on the scratch paper provided at the testing center. **Your final response must be selected on the computer.**

SINGLE QUESTIONS

Many questions on this test are discrete questions that do not involve referencing any material other than that presented as part of the question itself.

Within Section II of the test, you will see 51 discrete, or single, questions. Be sure to consider each question in terms of only the information provided in the question.

Questions on Latin Language

The first 28 questions in Section II of the test are based on various grammatical structures in Latin and also include questions about translating parts of Latin texts. These questions are divided into four parts. Each part presents a distinct type of question, each of which is illustrated below. Before each question, the directions for that type of question are included as they will appear in the test.

EXAMPLE 1 — PART A: GRAMMAR

For each question in this group, choose the one most appropriate response.

1. Keeping the same gender, the genitive plural of <u>minimae</u> is

   A. minimārum

   B. minimīs

   C. minimae

   D. minimās

SUGGESTED APPROACH

Example 1 measures knowledge of the grammatical forms of a particular Latin word, in this case the adjective <u>minimus</u>. You are asked to select the genitive plural of this adjective in the same gender as the form given in the question: <u>minimae</u>. Because <u>minimae</u> is feminine, **the correct answer is A**. Option B is the dative/ablative plural of all genders of the adjective, option C is the nominative plural or genitive singular and option D is the accusative plural feminine.

4

EXAMPLE 2 — PART B: COMPLETIONS

For each question in this group, choose the Latin word that best completes the sentence.

    2.   Agricola puerō per agrum _____ dīxit patrem advēnisse.

        A. currentēs

        B. currentibus

        C. currentī

        D. currente

SUGGESTED APPROACH

Example 2 requires, first of all, an understanding of the gist of the sentence in order to see that puerō is the indirect object of dīxit and is dative singular, rather than nominative plural. Once this is understood, option A can be eliminated, since it is a plural form, either nominative or accusative plural. Option B is also incorrect because it is a plural form. Option D is singular, but it is in the ablative case. **The correct answer is option C**, the dative singular form of the present participle, modifying the dative singular word puerō.

EXAMPLE 3 — PART C: SUBSTITUTIONS

For each Latin sentence in this group, choose the one word or phrase that, when substituted for the underlined word or phrase, best keeps the meaning of the original sentence.

    3.   Currere possum celerius frātre meō.

        A. ad frātrem meum

        B. frātrī meō

        C. quam frāter meus

        D. sīcut frāter meus

SUGGESTED APPROACH

Example 3 measures knowledge of the syntax of comparative adjectives and adverbs (in this case the adverb celerius) by asking you to select the option that represents the alternate wording that comes closest to expressing the same meaning as the underlined portion of the sentence. Comparison may be expressed in Latin either by using the ablative case of the second noun in the comparison (in this case frātre meō) or by using quam and having both parts of the comparison in the same case. Here, the first part of the comparison is the understood subject of possum ("I"); if the subject were expressed it would be ego, and therefore in the nominative case, so frāter meus must also be in the nominative. **Option C is therefore the correct answer.** Option B, the dative case, would not create a well-formed Latin sentence if used with the rest of this sentence. Either option A or option D might result in a well-formed Latin sentence, but the meaning in either case would be very different from the meaning of the underlined words.

EXAMPLE 4 — PART D: TRANSLATIONS

Choose the best translation for the underlined Latin or English text.

4. Sī magister puerōs vīdisset, <u>domum eōs mīsisset</u>.

    A. he would have sent them home

    B. they would have been sent home

    C. he would have sent home for them

    D. they would have sent him home

SUGGESTED APPROACH

Example 4 measures your ability to translate Latin sentences by asking you to select the option that represents the best translation of the underlined portion of the sentence. Options B and D are incorrect because they interpret the third person singular verb <u>mīsisset</u> as having a plural subject. Option C misinterprets the use of <u>domum</u> and treats the accusative plural <u>eōs</u> as if it were an indirect object. **The correct answer is option A.** It correctly translates the subject of <u>mīsisset</u> as singular, <u>eōs</u> as the direct object of <u>mīsisset</u> and <u>domum</u> as the place to which the teacher is sending the boys. Notice that although the sentence is a contrary to fact condition, the question does not actually test knowledge of the translation of conditionals, since all four options handle the contrary-to-fact nature of the sentence, and its time reference, correctly. Instead, the focus of the question is on number agreement between subjects and verbs and the translation of the accusative of direction.

Questions on Roman Culture

The 23 questions in Section II that follow the questions on Latin Language test your knowledge of various aspects of Roman history and culture, including both Roman ideas and beliefs and the physical context of Roman life, the history of the Latin language and Roman writing and Roman mythology together with the corresponding Greek myths.

EXAMPLE 1 — MYTHOLOGY

For each question, choose the one most appropriate response.

1. Which of the following is the name of the Roman deity corresponding to the Greek god Poseidon?

   A. Neptune

   B. Jupiter

   C. Mars

   D. Vulcan

SUGGESTED APPROACH

For the questions about Roman Culture there is typically no indirect path to the correct answer and no reasoning from rules as in the previous examples. The questions require knowledge about the various broad topics included in Domain III. In this question, the subject area is Greek and Roman mythology and religion. Most Greek gods and goddesses had counterparts with different names among the Romans. This question is about the god of the sea, Poseidon to the Greeks and Neptune to the Romans, **so the correct answer is A**.

QUESTIONS WITH STIMULUS MATERIAL

The final 50 questions in the multiple-choice section are based on ten Latin passages. The questions on 8 of the 10 passages are scored, while the questions on the 2 remaining passages are questions that are being pilot tested and are not scored. Each passage is an authentic selection from either an author of the period of the Republic or the Empire, or in some cases an author who wrote later, in either the late Roman or the medieval period. Five of the passages in each test will be prose, and five will be poetry.

You will be asked to respond to five multiple-choice questions based on each passage presented to you in the test. You will be able to refer to the passage as you answer the questions.

You can use several different approaches to respond to these types of questions. Two commonly used strategies for answering questions based on passages are described below.

Strategy 1	Skim the passage to understand its purpose, its arrangement and/or its content. Then read the questions and refer again to the passage to determine the correct answer for each question.
Strategy 2	Skim the question(s) *before* considering the passage. The content of the question(s) may suggest to you how to understand the passage at least partially and locate the information you need to respond to the question(s).

Whether you read the passage before or after you read the questions, you should read it carefully and critically. You can experiment with the sample questions in this manual and then use the strategy with which you are most comfortable when you take the actual test.

EXAMPLE — LATIN PASSAGE WITH QUESTIONS

Phaedrus Presents a Fable from Aesop about a Crow among Peacocks

Tumēns[1] inānī grāculus[2] superbiā

pinnās, pāvōnī[3] quae dēciderant, sustulit,

sēque exornāvit. Deinde, contemnēns suōs

immiscet sē ut pāvōnum formōsō gregī.

(5)   Illī impudentī pinnās ēripiunt avī,

fugantque[4] rostrīs[5]. Male mulcātus[6] grāculus

redīre maerēns[7] coepit ad proprium genus,

ā quō repulsus tristem sustinuit nōtam.

Tum quīdam ex illīs quōs prius dēspexerat

(10)   "Contentus nostrīs sī fuissēs sēdibus

et quod Nātūra dederat voluissēs patī,

nec illam expertus essēs contumēliam[8]

nec hanc repulsam tua sentīret calamitās."

[1]tumeō, -ēre, -uī: swell, puff up
[2]grāculus, -ī, m.: jackdaw, crow
[3]pāvō, -ōnis, m.: peacock
[4]fugō, -āre, -āvī, -ātum: chase, pursue
[5]rostrum, -ī, n.: beak, bill
[6]mulcō, -āre, -āvī, -ātum: beat up, beat
[7]maereō, -ēre: be sad, grieve
[8]contumēlia, -ae, f.: rough treatment

1.   In line 2, quae refers to which of the following?

   A.   grāculus (line 1)

   B.   superbiā (line 1)

   C.   pinnās (line 2)

   D.   pāvōnī (line 2)

2. The form of redīre (line 7) depends on which of the following?

   A. mulcātus (line 6)

   B. maerēns (line 7)

   C. coepit (line 7)

   D. repulsus (line 8)

3. What do we learn from the words Tum quīdam ... calamitās (lines 9–13)?

   A. The crow is told that he would have avoided suffering if he had been content with his natural lot in life.

   B. The crow is told that he has unnecessarily brought pain and suffering on his fellow crows.

   C. The crow complains to his fellow crows about the pain and suffering he has experienced.

   D. The crow admits to his fellow crows that he would have avoided causing them suffering if he had been content with his natural lot in life.

SUGGESTED APPROACH — QUESTIONS BASED ON PASSAGES

First, notice that each passage will have a "lead line" included above the passage. These lead lines are provided to help you "get started" with each passage. They are not intended to identify the correct answer to any of the questions. You are not expected to be familiar with any of the passages, although you may have seen some of them before. Notice also that certain words in the passage are footnoted, and the footnotes below the passage give information about the form of the words and their meanings. The words whose meanings are provided are ones that the committee choosing these passages felt candidates taking this test should be informed about in this way. In the actual test, the footnoted words will be highlighted in color on the screen. When you click on the highlighted word, a window will open that will give you the information that is shown here in the footnotes. See the *Supplemental Guide* for the LOTE Latin test for a preview of how this will look on the screen. The *Supplement* is available on the ETS TExES website at **www.texes.ets.org**.

Notice as well that each question contains line references to help you locate the words in the passage that are relevant to the question. For example, Question 1 is about the word quae which appears in line 2, and the answer choices for this question all are marked as appearing in either line 1 or line 2 of the passage. Question 3 asks about the text of the final five lines of the passage (lines 9–13). The answer choices for this question are all English statements about information contained in these lines and therefore do not have any line references.

Question 1 asks which word in the passage quae refers to. Questions that use the phrase "refers to" are typically asking about pronouns: personal, demonstrative, relative or interrogative. Although "refers to" is the standard phrasing used in questions of this type in this test, you may also understand that such a question is asking about the "antecedent" of the pronoun. You should be able to rule out the possibility that quae is an interrogative pronoun here, because there is no

4

question involved in the text at this point. This means it must be a relative pronoun. Next, you should consider what possible case, number and gender <u>quae</u> could be. As a relative pronoun, it could be nominative feminine singular, nominative feminine plural, nominative neuter plural or accusative neuter plural. The noun referred to by <u>quae</u> must therefore be either feminine or neuter. You can rule out options A and D at this point because both of those nouns are masculine. Both options B (<u>superbiā</u>) and C (<u>pinnās</u>) are feminine, so you can conclude that <u>quae</u> is feminine. This means it must be nominative and could be either singular or plural. As a nominative, it has to be the subject of either <u>dēciderant</u> or <u>sustulit</u>. However, there is already a nominative singular noun present (<u>grāculus</u>) that is most likely the subject of <u>sustulit</u>. The word order also suggests that <u>quae</u> is part of the clause containing <u>dēciderant</u>, so you can conclude that it is the subject of this verb. As a feminine plural, it must refer to a feminine plural word (though it does **not** have to agree in **case**.) The only feminine plural word in the sentence is <u>pinnās</u>. The meaning of this short stretch of text is thus ". . . feathers which had fallen from a peacock . . . " and **the correct answer is C**.

Question 2 asks which word in the passage <u>redīre</u> "depends on." This phrase "depends on" is also a very commonly used phrasing in questions in this test. It is used when the question is about the grammatical reason for choosing either a particular case of a noun or a particular form of a verb, as here. Here, neither <u>mulcātus</u> nor <u>repulsus</u> is a form of a verb that typically "takes" an indirect statement or a complementary infinitive, so these two options can be ruled out relatively quickly. While it is possible for <u>maerēns</u> to occur with an indirect statement ("sad that someone did something"), this would require an accusative noun or pronoun for the subject and there is no suitable candidate in this sentence. **The correct answer is option C, <u>coepit,</u>** which you might well see from the outset as a very likely candidate because it means "begin" and normally occurs with a complementary infinitive.

The correct answer for question 3 is A. Notice that the answer choices in this question are not translations of the entire text of the 5 lines mentioned in the questions, nor are they even paraphrases of the lines. They contain selected elements of information that either are, or might plausibly be, in those lines. There are two answer choices in which the crow is the recipient of information and two in which the crow is the speaker ("complains" or "admits"). Here you need to understand the passage well enough to know that the crow tried to turn himself into a fancier bird (a peacock) and got trounced and chased away by the peacocks for his troubles. Now he attempts to return to "his own kind." Line 9 identifies the speaker of the long quotation in lines 10–13 as "one of those whom he had scorned." So it is the crow who is the addressee of the quote. This eliminates options C and D. The whole quote is a contrary-to-fact conditional, something that you can recognize by the presence of the pluperfect and imperfect subjunctives in the two parts of the sentence. The subject of all the verbs is "you," namely the crow, whose unwillingness to accept his natural lot is described in the if clause ("if you had been content . . . "), with the sufferings he would not have experienced ("you wouldn't have experienced, etc. . . . ") in the conclusion. Both the conditional structure of A and the actual sense of the words make it the correct choice.

As you consider these explanations, be aware that if you start by reading through the passage, you may find that by using your knowledge of Latin along with the assistance of the lead line and the highlighted words, you do not need to go through such a process of conscious reasoning to decide on the correct answers. The reasoning process is not **required**, but it will often be helpful if you do not quickly understand the Latin.

Chapter 5

Sample Multiple-Choice Questions

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SAMPLE MULTIPLE-CHOICE QUESTIONS

This chapter presents some sample multiple-choice questions for you to review as part of your preparation for the test, including a Latin passage and six questions based on that passage to illustrate the kinds of passage-based questions that will appear on the test. To demonstrate how each competency may be assessed, each sample question is accompanied by the competency that it measures. While studying, you may wish to read the competency before and after you consider each sample question. Please note that the competency statements will not appear on the actual test form.

An answer key follows the sample questions. The answer key lists the question number and correct answer for each sample test question. Please note that the answer key also lists the competency assessed by each question and that the sample questions are not necessarily presented in competency order.

5

The sample questions are included to illustrate the formats and types of questions you will see on the test; however, your performance on the sample questions should not be viewed as a predictor of your performance on the actual test. *A Supplemental Guide* for the LOTE Latin EC–12 test is available on the ETS TExES website at **www.texes.ets.org**. See this guide for an overview of the directions, testing tools and buttons that will be available to you during the test.

NOTE: In the Pronunciation section of this test, and in the Latin Language and Passage-Based portions of the Multiple Choice section, "macrons" will appear over all vowels that are long (e.g., frātre meō).

SAMPLE SINGLE MULTIPLE-CHOICE QUESTIONS

1. The perfect passive participle of placeō is

    A. placitūrus

    B. placitus

    C. placendus

    D. placēns

2. Puerī _____ debitī sunt honorēs mātribus placuērunt

    A. quī

    B. quōrum

    C. quōs

    D. quibus

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COMPETENCY 001

3. Dīxit consul hostium mīlitēs fugitūrōs esse quīnque diēbus.

   A. Five days later the consul said the soldiers of the enemy had fled.

   B. The soldiers of the enemy were said to have fled the consul after five days.

   C. The soldiers of the enemy told the consul they would flee in five days.

   D. The consul said the soldiers of the enemy would flee in five days.

COMPETENCY 004

4. Which of the following was the adopted son of Augustus and succeeded him as emperor of Rome after an illustrious career as a Roman general?

   A. Claudius

   B. Domitian

   C. Nerva

   D. Tiberius

COMPETENCY 004

5. Which of the following most accurately characterizes the place of religious festivals in the ancient Roman calendar?

    A. They were irregularly scheduled and public magistrates often had to schedule a festival to quiet the populace after a long hiatus.

    B. They occurred in every month and were frequent enough that they could interfere with the conduct of normal affairs.

    C. They occurred chiefly in about half the months of the calendar, but were very frequent in those months.

    D. They were closely related to agricultural matters and occurred chiefly in the months of planting and the harvest.

COMPETENCY 004

6. Which of the following Roman writers wrote comedies such as *Eunuchus* and *Phormio* during the second century BCE?

    A. Ennius

    B. Juvenal

    C. Petronius

    D. Terence

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SAMPLE PASSAGE-BASED MULTIPLE-CHOICE QUESTIONS

Questions 7–12 refer to the following passage.

The Discovery of A Prophecy About Caesar

Sed Caesarī futūra caedēs ēvidēntibus
prodigiīs dēnūntiāta est. Paucōs ante mensēs,
cum in colōniā Capuā deductī lēge Iuliā
colōnī ad extruēndās[1] vīllās vetustissima
(5)   sepulcra disicerent idque eō studiōsius
facerent, quod aliquantum vāsculōrum[2]
operis antiquī scrūtāntēs[3]
reperiēbant, tabula aenea in monumentō, in
quō dīcēbātur Capys[4] conditor Capuae
(10)   sepultus, inventa est conscrīpta litterīs
verbīsque Graecīs hāc sententiā: quandoque
ossa Capyis dētecta essent, fore ut illō
prōgnātus[5] manū consanguineōrum necārētur
magnīsque mox Italiae cladibus vindicārētur.

[1]extruō, -ere, -xī, -ctum: build, construct
[2]vāsculum, -ī, n.: small vessel, container
[3]scrūtor, -ārī, -ātus: examine, search
[4]Capys, -yis, m.: Capys, father of Anchises
[5]prōgnātus, -ī, m.: son, descendant

COMPETENCY 001

7. How is the word <u>cum</u> (line 3) translated?

  A. with

  B. when

  C. because

  D. although

COMPETENCY 001

8. Which of the following does <u>Iuliā</u> (line 3) modify?

  A. <u>caedēs</u> (line 1)

  B. <u>colōniā</u> (line 3)

  C. <u>lēge</u> (line 3)

  D. <u>sepulcra</u> (line 5)

COMPETENCY 001

9. What is the subject of <u>reperiēbant</u> (line 8)?

    A. <u>colōnī</u> (line 4)

    B. <u>sepulcra</u> (line 5)

    C. <u>antiquī</u> (line 7)

    D. <u>tabula</u> (line 8)

COMPETENCY 002

10. What do we learn from the words <u>aliquantum vāsculōrum</u> . . . <u>hāc sententiā</u> (lines 6–11)?

    A. Capys' burial place carried a Greek inscription identifying the tomb as his.

    B. Capys was identified by a Greek inscription on his tomb as the founder of Capua.

    C. Capys was said to have written the Greek inscription on the tomb found by the diggers.

    D. A tablet inscribed in Greek was found where Capys was said to be buried.

COMPETENCY 002

11. The form of fore (line 12) depends on which of the following?

    A. <u>dīcēbātur</u> (line 9)

    B. <u>inventa est</u> (line 10)

    C. <u>hāc sententiā</u> (line 11)

    D. <u>dētecta essent</u> (line 12)

COMPETENCY 002

12. What do we learn from the words <u>ut</u> . . . <u>vindicārētur</u> (lines 12–14)?

    A. Capys had a son who would avenge his death with slaughter in Italy.

    B. Capys' descendant would die at the hands of relatives and war would result.

    C. Capys would avenge Caesar's death by fighting a war in Italy.

    D. Capys would avenge the great slaughter in Italy with his descendant's death.

5

ANSWER KEY

Question Number	Correct Answer	Competency
1	B	003
2	D	003
3	D	001
4	D	004
5	B	004
6	D	004
7	B	001
8	C	001
9	A	001
10	D	002
11	C	002
12	B	002

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Chapter 6

Succeeding on Pronunciation Tasks

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PRONUNCIATION TASKS

The LOTE Latin EC–12 test includes 15 constructed-response tasks in the form of texts that you will be required to pronounce.

The pronunciation skills scores will be combined with the multiple-choice section scores to produce a total test score.

NOTE: In the Pronunciation section of this test, "macrons" will appear over all vowels that are long (e.g., frātre meō).

This chapter includes an explanation of how the Pronunciation section of the test is scored. Examples of each of the three types of Pronunciation tasks will appear after the General Scoring Guide and the Table of Credited Pronunciations of Latin Letters and Digraphs, along with some suggestions for how to approach responding to these tasks.

6

GENERAL SCORING GUIDE FOR THE PRONUNCIATION SECTION

In the illustrations here:

Pronunciation units are divided into phrases and sentences by "//"
Accented vowels are indicated by "[ ]"

Question Types: Point Values

Each question in the Pronunciation section is one of three types: Word, Phrase or Sentence. Word questions are scored 0–1 points. Phrase questions are divided into two pronunciation units and each pronunciation unit is scored 0–1 points, with the entire question being scored 0–2 points. Sentence questions are divided into three pronunciation units and each pronunciation unit is scored 0–1 points, with the entire question being scored 0–3 points.

Pronunciation Accuracy: Phonemic

Each phoneme in a question will be evaluated for the accuracy of its pronunciation. The table of credited pronunciations on pages 38–39 indicates the pronunciations that are acceptable for each letter, or combination of letters, in a Latin word. The word sed, for example, is spelled with three letters and each represents a single phoneme. The word portae is spelled with six letters, but the final vowel is represented by two letters "ae" so that there are five phonemes whose pronunciation must be evaluated.

Pronunciation Accuracy: Accentuation

For each Latin word consisting of more than one syllable, one and only one syllable receives the accent. The rules for accentuation are described on page 37. The correctness of placement of the accent will be evaluated. For example, the word f[a]cere is accented on the first syllable, while the word vid[ē]re is accented on the second syllable.

Fluency/Fluidity of Pronunciation

Phrases and sentences should be read as coherent linguistic units. Any phrase or sentence which is perceptibly read as if it were a list of unconnected single words with overly long pauses between the words will receive a deduction of 1 point from the final score. Thus, if all words in a sentence are pronounced accurately at the phonemic level and the accents are correctly placed, but fluency is violated, the score would be 2 instead of 3.

This standard also applies in cases where a response contains a correction. Examinees are instructed that they may provide more than one response to a given question within the time allowed for the response, and that the last complete response provided will be scored. This standard will be considered violated, and a point deducted if the response being scored (the last complete response provided) contains any interruption for correction. Examinees should therefore repeat their entire response to correct any error they believe they made in the previous response.

Consistency

The consistency of an examinee's pronunciation will be evaluated for each individual question, but not between any two questions. For example, if the examinee is asked to pronounce: <u>veni, vidi, vici</u> as a sentence, the three instances of "v" should be pronounced the same way. They may be pronounced like the "w" of "wish" or like the "v" of "voice," but all must be the same. In this instance, if two are pronounced one way and one the other way, the one pronounced differently will be considered an error. This will permit two of the pronunciation units to be scored "1" and the other "0."

The maximum possible credit principle: If a decision must be made between exactly two inconsistent pronunciations of a given letter or sound in two separate pronunciation units, the decision will be made so as to grant the maximum possible credit for the overall response.

For example, if the phrase <u>veni, // vidi</u> is pronounced <u>w[u]ni // v[i]di</u>, this principle dictates that the "v" in the second unit be scored correct and the "w" in the first unit incorrect. This permits the second unit to be scored right and both errors to be assigned to the first unit, which is thus scored incorrect.

6

Error Allowance

In sentence questions, one error at the phonemic level will be ignored, and if this is the only error in the given pronunciation unit, then 1 point may be credited for that unit. This allowance will apply to at most one pronunciation unit in any sentence. No allowance for error will be made for accentuation or for fluency, nor will any allowance for error be made in words or phrases. For specific examples see pages 38–39.

Elision

When a word within a phrase or sentence ends in a vowel or an "m," and the next word begins with a vowel or an "h," examinees are not required to elide the final syllable of the first word, but they may do so without losing points.

Thus in the phrase <u>atque altae moenia Romae</u>, credit will not be deducted if the final "e" of <u>atque</u> is not pronounced.

This rule applies whether the source of the phrase or sentence is a prose text or a verse text. Regardless of whether elisions occur in the response, accents must remain unchanged. If two or more elisions are possible in a given question, consistency does not apply. Examinees may make none of the elisions in the response, or any number of them, but need not do either all or none.

Accentuation

In Latin words of two syllables, the stress is on the first syllable. In words of three or more syllables, the stress is on the penultimate syllable if this is heavy, (i.e., the vowel is long by nature or followed by two consonants so that it is long by position); otherwise the stress is on the antepenultimate syllable.

Whether the source of a phrase or sentence is a prose or poetic text, examinees must follow these standard rules of accentuation. Examinees must not adjust the accent of the word in response to meter. For an example, see pages 38–39.

Enclitics may be counted as the final syllable of a word or as a separate word. Thus the word puellamque may be pronounced puell[a]mque or pu[e]llamque.

Vowels in Unstressed Syllables

Pronunciation of each Latin vowel should be kept consistent regardless of whether it occurs in a stressed or unstressed syllable. For example, both the first and last "a" of anima must have the same sound (like the "a" in father or Dinah). The final "a" should not be converted to a "schwa" sound (uh) as happens in the English word "animal."

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TABLE OF CREDITED PRONUNCIATIONS OF LATIN LETTERS AND DIGRAPHS

Letter or Digraph	Pronunciations with Illustrations
a	Short and Long: a of <u>father</u> *OR* a of <u>Dinah</u>
e	Short: e of <u>pet</u> Long: ay of <u>day</u> *OR* e of <u>pet</u>
i	Short: i of <u>bit</u> Long: ee of <u>beet</u> **Note:** i is also sometimes a consonant (see below)
o	Short: o of <u>abandon</u> Long: oa of <u>boat</u>
u	Short: u of <u>put</u> Long: u of <u>prude</u>
y	The u of the French <u>*tu*</u> *OR* the ee of <u>beet</u>
ae	The i of <u>high</u> *OR* the e of <u>pet</u>
ai	Either as two separate vowels (a of <u>father</u> plus ee of <u>beet</u>) *OR* as a diphthong (the i of <u>high</u>)
oe	The oy of <u>boy</u> *OR* e of <u>pet</u>
au	The ou of <u>loud</u>
eu	The e of <u>pet</u> + oo of <u>moon</u>
ei	Either as two separate vowels (e of <u>pet</u> plus ee of <u>beet</u>) *OR* as a diphthong (ey of <u>hey</u>)
ui	oo of <u>moon</u> + ee of <u>beet</u> *OR* wee of <u>between</u>
p	The p of <u>pot</u>
b	The b of <u>ball</u> **NOTE:** before s or t, b may be pronounced either like the b of <u>ball</u> *OR* like the p of <u>pot</u>
t	The t of <u>top</u> **NOTE:** ti may be pronounced like the t of <u>tea</u> *OR* like the tsy of <u>Betsy</u>
d	The d of <u>dog</u>
c	The c of <u>cup</u> **NOTE:** if c is followed by e, i, ae, oe, eu or y, it may be pronounced either like the c of <u>cup</u> *OR* like the ch of <u>change</u>
g	The g of <u>gas</u> NOTE: if g is followed by e, i, ae, oe, eu or y, it may be pronounced either like the g of <u>gas</u> *OR* like the g of <u>gin</u>

TABLE OF CREDITED PRONUNCIATIONS OF LATIN LETTERS AND DIGRAPHS (cont'd.)

Letter or Digraph	Pronunciations with Illustrations
f	The f of <u>family</u>
l	The l of <u>listen</u>
m	The m of <u>menace</u> **NOTE:** at the end of a word, a vowel plus m may also be pronounced with nasalization, as in the final syllable of the French <u>*garçon*</u>
n	The n of <u>notice</u>
r	The r of <u>reason</u> *OR* with the tongue touching briefly the front of the palate as in the Spanish <u>*amoroso*</u>
s	The s of <u>separate</u>
z	The z of <u>zebra</u> *OR* the dds of <u>adds</u>
h	The h in <u>help</u> *OR* silent **NOTE:** When h occurs between vowels within a word (e.g., nihil), it may be pronounced like the h in <u>help</u>, left silent *OR* pronounced like the c in <u>cup</u>
qu	The qu in <u>quick</u>
v	w of <u>wish</u> *OR* v of <u>voice</u> **NOTE:** For the LOTE Latin test, where some texts have "u" before or between vowels, the spelling will be "v"
i	y of <u>yes</u>, when it occurs either before a vowel or between vowels **NOTE:** i is usually a vowel (see above)
ph	The p of <u>pot</u> *OR* the ph of <u>philosopher</u>
th	The t of <u>top</u> *OR* the th of <u>theology</u>
ch	The c of <u>cart</u>
gn	The gn of <u>Agnes</u> *OR* the ngn of <u>hangnail</u>
x	The x of <u>ox</u>
sc	Either the sc of <u>scan</u> *OR* the sh of <u>shed</u>
xc	Either the x-c of <u>ex-con</u> *OR* the ggsh of <u>eggshell</u> *OR* the cti of <u>election</u>
Double consonants	Examinees may pronounce double consonants as two distinct sounds, as is done in Italian, or they may pronounce them as one sound, as is done in the English <u>matter</u>
Glide "y"	Examinees will not lose points if they insert a glide "y" between consecutive vowels that are not a diphthong (e.g., if they pronounce <u>capio</u> as ca-pee-yo)

6

SAMPLE PRONUNCIATION TASKS

The Pronunciation section of the test consists of 15 questions that reflect what a classroom teacher might typically say when asking a student to translate a particular word, phrase or sentence of Latin.

Depending on whether the question contains a Latin word, phrase or sentence, once you see the question on the screen, you will be given 20 to 30 seconds to prepare your response, followed by 30 to 40 seconds to record your response.

When responding to each question, you must **read aloud both the English and the Latin**. You should NOT state the meaning of the Latin in the question. Your score will be based solely on the accuracy, fluidity and consistency of **your pronunciation of the Latin** presented within that question; however, **you must read the English in full to receive credit for your response**.

If you begin and feel you have made an error or you wish to give another response, you may do so, provided you complete reading both the English and the Latin within the time provided. Your score will be based on the **last complete** response you provide.

When the response time for a question elapses, the next question will appear and the preparation time for that question will begin. When the preparation time has elapsed, you will hear the words "Begin speaking now" followed by a tone. You should begin speaking **after you hear the tone**.

During the test, the following text will appear in a "banner" at the top of the screen for each question:

When the preparation time ends, you will be directed to begin your response.
Read aloud the entire sentence that contains the English and the Latin text.
Do NOT state the meaning of the Latin text.

SAMPLE WORD PRONUNCIATION TASK
(Preparation time: 20 seconds; Response time: 30 seconds)

In sentence number 4 in your homework for today, state the meaning of

<u>cingēbātur</u>

SAMPLE PHRASE PRONUNCIATION TASK
(Preparation time: 20 seconds; Response time: 30 seconds)

In sentence number 9 in your homework for today, state the meaning of

<u>dīvīsa in partēs trēs</u>

SAMPLE SENTENCE PRONUNCIATION TASK
(Preparation time: 30 seconds; Response time: 40 seconds)

Give a translation for the following sentence in your homework for today:

In summā nihil erit ex quō nōn capiās voluptātem.

SUGGESTED APPROACH

You should use the preparation time to read the text silently to familiarize yourself with it. The English in these examples is exactly the same as will be presented in the test for every question of the three types, with the exception that each word or phrase task will have a different "sentence number" from the imaginary homework assignment. After briefly familiarizing yourself with the Latin text you should practice reading the whole task aloud once, then practice the Latin text once or twice more as time permits. The preparation time should be sufficient for this number of repetitions.

When the response time begins, don't rush into your response. You have plenty of time. The amount of response time for each task type in this section has been designed both to permit an unhurried approach to the response, and also to permit you to give a second response if you believe you have made an error in your first response and wish to attempt to correct that error. But remember two things: first, if you give a second response, you must repeat the full text of both the English direction and the Latin text. Secondly, what will be scored will be your final complete response. If you give a second response, it will only be scored if it is complete. If it is complete, your first response will be discarded and not scored.

For Sentence tasks in particular, bear in mind that the "Error Allowance" principle described in the General Scoring Guide in this chapter will direct the person scoring your response to ignore one error of pronunciation at the level of an individual letter (or phoneme). So it is probably a good idea not to attempt a second response for a Sentence task to correct a single error you think you have made.

Examples of the Error Allowance principle previously described will be applied where consistency of pronunciation is at issue.

If, for example veni, vidi, vici were pronounced:

w[e]ni, // w[i]di, // v[i]ki

the first two units would be credited and the inconsistency error assigned to the third unit would be ignored and, since it is the only error, full credit of 3 would be assigned to this Sentence response.

The response

w[e]ni, // w[i]di, // v[u]ki

however, would lose credit for the third unit because it would contain two errors, the "v" by inconsistency and the "[u]" by phonemic incorrectness.

The response

w[u]ni, // w[i]di, // v[i]ki

would receive 2 points, with either the "u" of the first unit, or the inconsistency deduction for "v" in the third being ignored.

EXAMPLE OF ACCENTUATION IGNORING METER

The dactylic hexameter line

In nova fert animus mutatas dicere formas (Ovid, Met. 1.1)

should be read with the following accents:

In n[o]va f[e]rt [a]nimus, mut[a]tas d[i]cere f[o]rmas.

The "heavy" foot "mus" in the final syllable of animus must not receive the accent, as it would in certain methods of reading such lines for scansion.

Because the permitted preparation and response times have been calculated to err on the side of allowing too much time rather than too little, you may find that the time remaining when you finish your response seems a bit long. You shouldn't let this tempt you into giving a second response if you believe you have given a first response that you aren't likely to improve on with a second, and particularly if you believe you are as likely as not to give a less competent response the second time around than you did the first time.

Chapter 7

Are You Ready? – Last-Minute Tips

PREPARING TO TAKE THE TEST

Proficiency in a language is acquired over a period of time through continual practice and use of the language. It is important to familiarize yourself with the testing format for the TExES LOTE Latin test. It is also important to develop an understanding of how the test will be administered so that you will know what to expect on the day of the test.

TEST FORMAT

The LOTE Latin EC–12 test is designed to include a total of 101 multiple-choice questions, out of which 81 are scored, and 15 pronunciation tasks, out of which 12 are scored. Your final scaled score will be based only on scored questions/tasks. The multiple-choice questions that are not scored are being pilot tested in order to collect information about how these questions will perform under actual testing conditions. These questions are not identified on the test.

WHAT TO EXPECT DURING THE TEST

The following information about the test session may be helpful to you as you prepare to take the test. A *Supplemental Guide* for the LOTE Latin EC–12 test is available on the ETS TExES website at **www.texes.ets.org**. See this guide for an authentic preview of the screens for this computerized task.

- Follow directions and listen carefully. At the beginning of the test session and throughout the test, follow all directions carefully. The test will contain general directions for the entire test, specific directions for sections of the test and directions for specific test questions. The general directions for the test will appear on the screen in English. Directions for specific test questions are also written in English. Read the directions carefully to ensure that you understand them before you respond to the questions. Click **Help** to review the General Directions, Testing Tools, How to Answer and How to Scroll. The test clock will not stop when the Help function is being used.

- Avoid spending too much time on one question. If you have given the question some thought and you still don't know the answer, eliminate as many answer choices as possible and then select the best choice. If you are in the multiple-choice section, you can review your responses by clicking **Review**. However, it is best to do this only after all the questions have been answered so you can stay focused and save time. After answering a question, move on to the next question by clicking on **Next**. To return to a previous question, click on **Back**. If you are uncertain about a question and want to review it again later, click on **Mark**. This will place a check mark next to the question on the Review screen. The Review screen lists all of the questions in the current test section and their status. This can be accessed by clicking on **Review**. Only questions that have already been seen may be reviewed. If you have time remaining at the end of the multiple-choice section of the test, you will be given the option to "Return" to the last question in the section, "Review" or "Continue." At this point, you can either go back and review your answers or continue. If you choose to continue instead of reviewing your answers, you will not be able to go back and review any further.

- For the Pronunciation section of the test, you will be asked to read aloud 15 texts, each of which includes an English direction a teacher might use in the classroom when asking a student for the meaning of a Latin word, phrase or sentence, followed by a Latin word, phrase or sentence for which the student is being directed to give the meaning. You will be directed to read the entire English direction and the Latin that accompanies it. You will be scored only on your pronunciation of the Latin in the task; however, you must read and complete both the entire English direction and the Latin to receive credit for your answer. You will have time to consider and prepare for the task. Following the preparation time, you will be prompted to read the text aloud. The time allowed for the response will appear on the screen. You may choose to make notes to prepare your response on the scratch paper; however, you will be scored only on your recorded oral response. You will have time to record the text of the English and Latin more than once if you believe you made an error that you wish to correct, but you will be scored on your last complete response (a complete response must include both the English direction and the Latin). When the time provided for the response to a Pronunciation task elapses you may not return to that task. You may not use any reference materials during the test.

7

CHECKLIST

Complete this checklist to determine if you are ready to take your test.

✓ Do you know the testing requirements for your teaching field?

✓ Have you followed the test registration procedures?

✓ Have you reviewed the test center identification document requirements in the *Registration Bulletin* or on the ETS TExES website at **www.texes.ets.org**?

✓ Do you know the test frameworks that will be covered in each of the tests you plan to take?

✓ Have you used the study plan sheet at the end of this manual to identify what content you already know well and what content you will need to focus on in your studying?

✓ Have you reviewed any textbooks, class notes and course readings that relate to the frameworks covered?

✓ Do you know how long the test will take and the number of questions it contains? Have you considered how you will pace your work?

✓ Are you familiar with the test directions and the types of questions for your test?

✓ Are you familiar with the recommended test-taking strategies and tips?

✓ Have you practiced by working through the sample test questions at a pace similar to that of an actual test?

✓ If constructed-response questions are part of your test, do you understand the scoring criteria for these questions?

✓ If you are repeating a test, have you analyzed your previous score report to determine areas where additional study and test preparation could be useful?

THE DAY OF THE TEST

You should have ended your review a day or two before the actual test date. Many clichés you may have heard about the day of the test are true. You should:

- Be well rested.

- Take the appropriate identification document(s) with you to the test center (identification requirements are listed in the *Registration Bulletin* and on the ETS TExES website at **www.texes.ets.org**).

- Take 3 or 4 well-sharpened soft-lead (No. 2 or HD) pencils with good erasers.

- Eat before you take the test.

- Be prepared to stand in line to check in or to wait while other test takers are being checked in.

- Stay calm. You can't control the testing situation, but you can control yourself. Test administrators are well trained and make every effort to provide uniform testing conditions, but don't let it bother you if a test doesn't start exactly on time. You will have the necessary amount of time once it does start. Using the *Reducing Test Anxiety* booklet in the days before you test may be helpful in mentally and emotionally preparing yourself to test. It is available free at **www.texes.ets.org**.

You can think of preparing for this test as training for an athletic event. Once you have trained, prepared and rested, give it everything you've got. Good luck.

7

Appendix A

Study Plan Sheet

A

STUDY PLAN						
Content covered on test	How well do I know the content?	What material do I have for studying this content?	What material do I need for studying this content?	Where can I find the materials I need?	Dates planned for study of content	Date completed

A

Appendix B

Preparation Resources

PREPARATION RESOURCES

Success on this test is not simply a matter of learning more about how to respond to the question types on the test; it also takes real knowledge of the Latin language and Roman culture. You must show the ability to comprehend written Latin and to produce spoken responses to the pronunciation tasks. It must be obvious that your ability in reading, translating, pronouncing and writing Latin is strong enough to serve as a solid, desirable model in guiding your students in the classroom to develop and improve their own capabilities in the Latin language.

Therefore, it would serve you well to consider the following areas for review prior to taking the test.

1. Familiarize yourself with the test content and format as presented in this manual.

2. Review the multiple-choice sample questions and suggested approaches in this manual.

3. Review the sample pronunciation tasks and explanations in the scoring guide for how the responses will be scored.

The specific resources listed below may help you prepare for the TExES test in this field. These preparation resources have been identified by content experts in the field to provide up-to-date information that relates to the field in general. You may wish to use current issues or editions to obtain information on specific topics for study and review.

JOURNALS

The Classical Outlook, The American Classical League (ACL).

TEXTS FOR GENERAL STUDY AND REVIEW OF LATIN

Amsco Review Texts for Latin. Amsco School Publications, 315 Hudson Street, New York, N.Y. 10013-1085. Order & Customer Service 212-886-6565; Fax: 212-657-7010.

Bennett, Charles E. *New Latin Grammar*. Bolchazy-Carducci. (www.bolchazy.com/index2.html). Bolchazy-Carducci offers numerous useful publications under this heading, including readers with useful Latin texts.

Cambridge Latin Series. Years 3 and 4. (Extensive readings in Latin.) Cambridge University Press.

Davis, Sally. *Review and Test Preparation Guide: Intermediate Latin*. Longman Publishers.

LaFleur, R. A. *Wheelock's Latin*, Sixth Edition. (Straightforward presentation of grammar; passages in back for practice.) HarperCollins.

Moreland and Fleischer. *Latin: An Intensive Course*. University of California Press.

Wheelock, Frederick. *Latin Literature: A Book of Readings*. (Selections from several authors with helpful commentary.) Waveland Press.

MATERIALS FOR BUILDING VOCABULARY

American Classical League: Running vocabulary lists for various Latin authors.

Basic Latin Vocabulary. Donald J. Brunel, Jr. Available from American Classical League, Miami University, Oxford, Ohio 45056. 513-529-7741. Fax: 513-529-7742. E-mail: AmericanClassicalLeague@muohio.edu (Catalog #B101)

Latin Vocabulary Cards

Applause Learning Resources, 85 Fernwood Lane, Roslyn, N.Y. 11576-1431. 800-253-5351. Fax: 516-365-7484 (Catalog code PVLA, $11).

Audio-Forum, 96 Broad Street, Suite A40, Guilford, Conn. 06437-2635. 800-243-1234. Fax: 203-453-9774 (Catalog code SLTFLS, $15.95).

Midwest European Publications, Inc., 8220 N. Christiana Ave., Skokie, Ill. 60076-2911. 800-753-6488. FAX 708-675-8607 (Catalog #1-55637-011-3, $8.95).

Vocabulary cards and grammatical forms summary for *Wheelock's Latin* can be ordered at www.wheelockslatin.com/wheelocksflashcards.htm

ONLINE RESOURCES

The American Classical League (includes a Teaching Materials Resource Center) — www.aclclassics.org/

The Latin Library — www.thelatinlibrary.com

Internet Workbook for the Oxford Latin Course by Robert Cape — http://artemis.austincollege.edu/acad/cml/rcape/latin

Two sites useful for Latin texts:

Perseus — www.perseus.tufts.edu

Study Stack — www.studystack.com/Latin

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