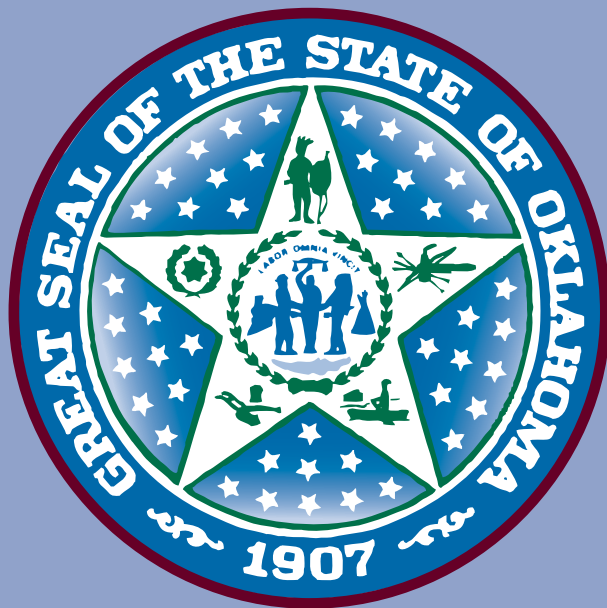


Certification Examinations for Oklahoma Educators™

Oklahoma Subject Area Tests™

STUDY GUIDE

023 Latin



Oklahoma Commission
for Teacher Preparation

OK-SG-FLD023-03

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STUDY GUIDE INTRODUCTION AND GENERAL INFORMATION ABOUT THE CERTIFICATION EXAMINATIONS FOR OKLAHOMA EDUCATORS

The first two sections of the study guide are available in a separate PDF file. Click the link below to view or print these sections.

[Study Guide Introduction and General Information About the Certification Examinations for Oklahoma Educators](#)



FIELD-SPECIFIC INFORMATION

- Test Competencies
 - Practice Test Questions and Answers
 - Constructed-Response Assignment Scoring
-

INTRODUCTION

This section includes a list of the test competencies, as well as a set of practice selected-response (multiple-choice) questions and one or more practice constructed-response assignments (if applicable), for the test field included in this study guide.

Test Competencies

The test competencies are broad, conceptual statements that reflect the subject-matter skills, knowledge, and understanding an entry-level educator needs to teach effectively in Oklahoma public schools. The list of test competencies for each test field represents the **only** source of information about what a specific test will cover and therefore should be reviewed carefully.

The descriptive statements that follow the competencies are included to provide examples of possible content covered by each competency. These descriptive statements are neither exhaustive nor exclusionary.

Practice Test Questions

The practice selected-response questions and any practice constructed-response assignments included in this section are designed to give you an introduction to the nature of the questions included in this OSAT test field. The practice test questions represent the various types of questions you may expect to see on an actual test; however, they are **not** designed to provide diagnostic information to help you identify specific areas of individual strengths and weaknesses or to predict your performance on the test as a whole.

To help you prepare for your OSAT, each practice selected-response question in this section is preceded by the competency it measures and followed by a brief explanation of the correct response. On the actual test, the competencies, correct responses, and explanations will **not** be given.

The foreign language tests contain two or more constructed-response assignments, depending on the test. In this guide, each constructed-response assignment is immediately followed by either a sample response or a description of the task.

A description of the process that is used for scoring the constructed-response assignments is provided in addition to the OSAT performance characteristics and score scales.

When you are finished with the practice test questions, you may wish to go back and review the entire list of test competencies and descriptive statements for your test field.

TEST COMPETENCIES: LATIN

SUBAREAS:

- I. Reading Comprehension and Appreciation
- II. Language Structures
- III. Cultural Understanding
- IV. Speaking and Listening

SUBAREA I—READING COMPREHENSION AND APPRECIATION

Competency 0001

Apply literal comprehension skills to written texts.

The following topics are examples of content that may be covered under this competency.

Understand stated main ideas or details in a passage of prose or poetry.

Analyze the sequence of events in a passage of prose or poetry.

Understand stated causes or effects in a passage of prose or poetry.

Competency 0002

Apply skills of inference and interpretation to written texts.

The following topics are examples of content that may be covered under this competency.

Infer information from a passage of prose or poetry.

Predict outcomes or events based on a passage of prose or poetry.

Interpret moods or attitudes in a passage of prose or poetry.

Competency 0003

Summarize or paraphrase written texts.

The following topics are examples of content that may be covered under this competency.

Select an accurate English summary of a passage of prose or poetry.

Select an accurate restatement, in Latin, of one or more phrases or sentences.

Competency 0004

Translate sentences or short passages into English.

The following topics are examples of content that may be covered under this competency.

Read a sentence or short passage of prose and select the correct English translation.

Read a sentence or short passage of poetry and select the correct English translation.

Competency 0005

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

The following topics are examples of content that may be covered under this competency.

Analyze the effect of word order or word choice.

Interpret an image or metaphor.

Analyze the effect of a rhetorical device/figure of speech.

Competency 0006

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

The following topics are examples of content that may be covered under this competency.

Interpret an image or metaphor.

Analyze the effect of word order or word choice.

Analyze the effect of a rhetorical device/figure of speech in a passage of poetry.

Identify metrical elements in a passage of poetry.

SUBAREA II—LANGUAGE STRUCTURES

Competency 0007

Analyze grammar and usage in context.

The following topics are examples of content that may be covered under this competency.

Understand the function of a word, phrase, or clause in a passage of prose or poetry.

Apply principles of agreement (e.g., subject and verb, noun and adjective, pronoun and antecedent) in a passage of prose or poetry.

Analyze grammatical structures in a passage of prose or poetry (e.g., sequence of tenses, participial constructions, indirect statement or question).

Competency 0008

Use forms appropriately in given constructions and contexts.

The following topics are examples of content that may be covered under this competency.

Use an appropriate verb form or phrase to complete a sentence.

Use an appropriate noun, pronoun, or adjective form or phrase to complete a sentence.

Use an appropriate construction to complete a sentence.

Competency 0009

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

The following topics are examples of content that may be covered under this competency.

Transform clauses or sentences when the voice, mood, tense, person, or number of a verb is changed.

Transform a sentence from direct to indirect discourse.

Use an equivalent construction to express purpose, cause, time, etc.

Competency 0010

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

The following topics are examples of content that may be covered under this competency.

Express a temporal relationship between two sentences through use of a subordinate clause.

Express a causal relationship between two sentences through use of a subordinate clause.

Express the appropriate relationship between two sentences through use of a relative clause.

Competency 0011

Use Latin language skills to analyze English borrowings and derivatives.

The following topics are examples of content that may be covered under this competency.

Relate a given English word to its Latin root(s).

Understand the root meanings of common English prefixes and suffixes.

Understand the meanings of common words or phrases borrowed from Latin.

SUBAREA III—CULTURAL UNDERSTANDING

Competency 0012

Understand the major myths and legends of classical culture.

The following topics are examples of content that may be covered under this competency.

Understand important deities, their characteristics, and their functions.

Understand important mythological and legendary figures and stories.

Understand how classical mythology has influenced later times.

Competency 0013

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

The following topics are examples of content that may be covered under this competency.

Understand major historical events and figures and their cultural significance.

Identify important geographic features and historical sites in the classical world and understand their cultural significance.

Competency 0014

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

The following topics are examples of content that may be covered under this competency.

Recognize major artistic and architectural works and characteristics.

Understand important achievements of classical art, architecture, and technology.

Understand how classical art and architecture have influenced later times.

Competency 0015

Understand significant characteristics of classical Latin literature.

The following topics are examples of content that may be covered under this competency.

Identify major classical Latin writers and their works.

Understand characteristics of major literary genres and authors.

Understand how major classical Latin writers have influenced later times.

Competency 0016

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

The following topics are examples of content that may be covered under this competency.

Understand important features of daily public and private life.

Understand major social groups, divisions, and patterns.

Understand major political figures, movements, and developments and their later influences.

SUBAREA IV—SPEAKING AND LISTENING

Competency 0017

Read aloud passages of prose and poetry in Latin with appropriate pronunciation and phrasing.

The following tasks are examples of content that may be covered under this competency.

Read a passage of poetry with attention to phrasing, rhythm, and pronunciation.

Read a passage of prose with attention to phrasing, rhythm, and pronunciation.

Competency 0018

Transcribe spoken passages of prose in Latin.

The following task is an example of content that may be covered under this competency.

Transcribe from a recording a passage of prose in Latin, with attention to spelling and forms.

PRACTICE TEST QUESTIONS AND ANSWERS: LATIN

The Latin OSAT consists of three sections: 1) a transcription section which involves listening to a passage in Latin on an audiotape and transcribing it in your written response booklet, 2) a section with selected-response questions, and 3) a speaking section in which you will be asked to read a passage in Latin aloud onto an audiotape. The first two sections will be administered in a regular examination room. The speaking section (Section Three) is contained in a separate test booklet and may be administered in a separate room. The directions for each section appear immediately before the section.

Try to 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 will **NOT** be penalized for guessing. You may use the margins of the test booklet for scratch paper, but all of your responses must be recorded on your answer sheet and in the written response booklet. Answers that are in the test booklet will **NOT** be scored.

DIRECTIONS FOR SECTION ONE: TRANSCRIPTION

The first section of this test involves listening to a passage in Latin on an audiotape and transcribing it in the written response booklet. Your score for this section will be based solely on the response you write in the written response booklet.

The listening passage will begin with directions that will be read aloud on the tape. The directions are also printed in your test booklet. Listen carefully to the tape and follow along in your test booklet.

Once the tape has begun, it cannot be stopped, nor can any section be replayed. Therefore, listen carefully. If you have any questions or if you cannot hear this tape clearly, please raise your hand now.

NOTE: In the actual test administration, the transcription passage will be presented only on audiotape. The written passage in this guide is provided for practice purposes. You may want to ask a friend or teacher to read it to you while you practice transcribing.

Practice Transcription Assignment

Competency 0018

Transcribe spoken passages of prose in Latin.

(You will hear and read in the test booklet:)

1. **You will listen to a Latin passage and transcribe it in your answer document. Use of macrons is optional; whether or not they are used, macrons will not count in scoring. The passage will be read once at normal speed so that you may hear it in its entirety before you begin to write. It will then be dictated slowly, phrase by phrase. As the passage is dictated, write it in the answer document. Finally, it will be read again so that you may check your work.**

(You will hear:)

The following passage is taken from Caesar, *Bellum Gallicum* 6.37, in which the *Germani* assault a Roman camp.

Hōc ipsō tempore et cāsū Germānī equitēs interveniunt, prōtinusque eōdem illō quō vēnerant cursū ab decumānā portā in castra inrumpere cōnantur; nec prius sunt vīsī, obiectīs ab eā parte silvīs quam castrīs appropinquārent, usque eō ut quī sub vāllō tenderent mercātōrēs recipiendī suī facultātem nōn habērent. Inopīnantēs nostrī rē novā perturbantur, ac vix primum impetum cohors in statiōne sustinet. Circumfunduntur hostēs ex reliquīs partibus, sī quem aditum reperire possint.

Description of the Task

In transcribing the spoken passage, you should take care to spell correctly every word you hear. Macrons are optional and will not be counted in scoring, whether or not you decide to use them. Be prepared to transcribe all distinctive sounds of the Latin language (e.g., diphthongs, double consonants) even though all may not be included in a single passage. Responses are evaluated on the accuracy of the transcription of selected words from the excerpt. For example, the above passage will be scored on the words in italics below.

Hōc ipsō *tempore* et cāsū Germānī equitēs interveniunt, *prōtinusque* eōdem illō *quō* vēnerant cursū ab decumānā portā in castra *inrumpere* cōnantur; nec prius *sunt* vīsī, *obiectīs* ab eā parte silvīs quam castrīs *appropinquārent*, usque eō ut quī sub *vāllō* tenderent mercātōrēs *recipiendī* suī *facultātem* nōn habērent. Inopīnantēs *nostrī* rē novā perturbantur, ac vix primum *impetum* cohors in *statiōne* sustinet. Circumfunduntur hostēs ex reliquīs *partibus*, sī quem aditum reperire *possint*.

DIRECTIONS FOR SECTION TWO: SELECTED RESPONSE

Each question in Section Two of this booklet is a selected-response 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 having the same letter as the answer you have chosen. *Use only a No. 2 lead pencil.*

- Sample Question:
1. What is the capital of Oklahoma?
 - A. Tulsa
 - B. Muskogee
 - C. Oklahoma City
 - D. Lawton

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

1. A B C D

Practice Selected-Response Questions

Use the passage below, in which Aeneas explains his reasons for leaving Carthage, to answer the two questions that follow.

mē sī fāta meīs paterentur¹ dūcere vītam
auspicīis et sponte meā compōnere cūrās,
urbem Trōiānam p̄imum dulcīsque meōrum
rēliquiās colerem, Priamī tecta alta manērent,
et recidīva manū posuissem Pergama victīs.

(Vergil, *Aeneid* 4)

¹patior = allow

Competency 0002

Apply skills of inference and interpretation to written texts.

2. In this passage, the mood of the speaker could best be described as:
- A. confused.
 - B. frightened.
 - C. angry.
 - D. resigned.

Correct Response: D. Aeneas's reply to the impassioned Dido is coldly formal. He is trying to use reason to explain his departure so that Dido will understand that he has no choice in the matter. In this passage, he makes it brutally clear that, had he been able personally to choose his own future, he would still be living in Troy, having rebuilt the city. His destiny is not in his own hands and he has accepted that.

Competency 0007

Analyze grammar and usage in context.

3. In this passage, the verb forms *paterentur*, *colerem*, and *manērent* in the conditional sentence all apply to a situation that refers to the:
- A. present and is contrary to fact.
 - B. future and is likely to occur.
 - C. past and is contrary to fact.
 - D. future and is not likely to occur.

Correct Response: A. The three verb forms shown above are all imperfect subjunctives in a single conditional sentence—*paterentur* in the protasis and *colerem* and *manērent* in the apodosis. Imperfect subjunctives in conditions indicate that the situations expressed by the verbs are not currently happening but are contrary to what is real in the present time.

Competency 0008

Use forms appropriately in given constructions and contexts.

4. Use the passage below to answer the question that follows.

Itaque senātus dēcrēvit, darent operam
cōsulēs, 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 *dētrīmentī*, the genitive singular of the noun *dētrīmentum*. 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."

Competency 0009

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

5. Select the word to complete sentence 2 that gives it the same meaning as sentence 1.
1. Lēgātum mīserat ad lītus explōrandum.
 2. Lēgātum mīserat quī lītus _____ .
- A. explōrat
B. explōret
C. explōrāvit
D. explōrāret

Correct Response: D. This question calls for the recognition of an alternative construction for an expression of purpose. In sentence 1, a gerundive is used to express purpose: "He had sent a lieutenant to explore the shore." Sentence 2 employs a relative clause of purpose to express the same idea. The clause is introduced by the word *quī* and requires a verb in the subjunctive mood, with the tense determined by the sequence of tenses. A main verb in the pluperfect indicative (*mīserat*) requires in the purpose clause a verb in the imperfect subjunctive (*explōrāret*).

Competency 0011

Use Latin language skills to analyze English borrowings and derivatives.

6. From which of the following Latin words is the English word *accident* derived?
- A. *cadō*
 - B. *caedō*
 - C. *cēdō*
 - D. *citō*

Correct Response: A. This question requires the ability to relate English words and their roots in Latin. The English word *accident* can be most immediately traced to the Latin word *accidere* (to fall down, to happen, to befall). This verb is a prefixed form of *cadere* (to fall), the present indicative active first person singular of which is *cadō*.

Use the passage below to answer the three questions that follow.

"accipe et haec, manuum tibi quae monumenta meārum
sint, puer, et longum Andromachae testentur amōrem,
coniugis Hectoreae. cape dōna extrēma tuōrum,
ō mihi sōla meī super Astyanactis imāgō.
sīc oculōs, sīc ille manūs, sīc ōra ferēbat;
et nunc aequālī tēcum pūbēsceret aevō."
hōs ego dīgrediēns lacrimīs adfābar obortīs:
"vīvite fēlicēs, quibus est fortūna peracta
iam sua; nōs alia ex aliīs in fāta vocāmur."
(Vergil, *Aeneid* 3)

Competency 0012

Understand the major myths and legends of classical culture.

7. Who is being addressed in the first six lines?
- A. Anchises
 - B. Aeneas
 - C. Ascanius
 - D. Astyanax

Correct Response: C. The story of Aeneas, as recorded by Vergil in the *Aeneid*, is among the most important bodies of legend and myth pertaining to the founding and later glory of Rome. The speaker of these words, who identifies herself in the second line as Andromache, the wife of the dead Hector, is addressing a boy (*puer* in the second line). The boy, she says, is the only surviving image of her own son, Astyanax, who was killed during the sack of Troy. From the context, the boy being addressed can only be Aeneas's son, Ascanius.

Competency 0006

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

8. The effect of the meter in the sixth line (*et nunc . . . aevō*) is to:
- A. provide a flowing and stately end to the speaker's farewell remarks.
 - B. hurry the line along, reinforcing the speaker's anticipation at the moment of departure.
 - C. match word and foot endings, suggesting the speaker's inner turmoil and uncertainty.
 - D. slow the line down, emphasizing the speaker's grief and sense of loss.

Correct Response: D. The sixth line of the excerpt consists of five spondees, with the only dactyl occurring in the fifth foot. The effect of this slow meter is to lend great solemnity and a sense of grief to Andromache's words, which refer to the fact that her dead son, Astyanax, would now be the same age as Ascanius, were he still alive. The sadness of the words is matched by the slow cadence of the meter.

Competency 0003

Summarize or paraphrase written texts.

9. Which of the following restates the theme expressed in the last two lines of this passage (*vīvite . . . sua*)?
- A. forsān et haec ōlim meminisse iuvābit
 - B. hīs ego nec mētās rērum nec tempora pōnō
 - C. ō fortunātī, quōrum iam moenia surgunt
 - D. sunt lacrimae rērum et mentem mortālia tangunt

Correct Response: C. In the last two lines of this passage (*Aeneid* III. 492–94), spoken at Buthrotum, Aeneas expresses his envy of Helenus and Andromache, who, having built and settled in a new city, have already achieved their destiny: "Live happily, you whose fate has already been carried out." Of the choices, response C is the closest in sentiment: "Oh, fortunate ones, whose city walls are already rising!" (*Aeneid* I. 437). These words, spoken by Aeneas at Carthage, express his desire, so long denied, to begin to build his own city.

Competency 0013

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

10. Under which of the following Roman rulers was Britain annexed to the Roman Empire?
- A. Vespasian
 - B. Claudius
 - C. Gaius Caligula
 - D. Julius Caesar

Correct Response: B. The conquest of Britain was undertaken in the reign of Claudius (A.D. 41–54). Southern Britain was subdued and organized into a Roman province during the period A.D. 43–47. Claudius was given the title Britannicus for this achievement. Sources for this information come from Dio Cassius' *Roman History* LX.XIX.I–XXII.I, and from epigraphic evidence cited in CIL, Vol. VI, No. 920: "To Tiberius Claudius Caesar . . . the Roman senate and people [dedicated this arch] because he received the surrender of eleven kings of Britain . . . and because he was the first to subject to the sovereignty of the Roman people barbarian tribes across the ocean."

Competency 0016

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

11. Which of the following groups was prohibited from holding elected office throughout the Roman Republic?
- A. equites
 - B. liberti
 - C. optimates
 - D. plebes

Correct Response: B. This question requires knowledge of the social structure of ancient Rome. Although some *liberti* (freedmen) became quite prominent and prosperous, especially in the imperial period, they were prohibited from holding elected office.

DIRECTIONS FOR SECTION THREE: READING ALOUD

For this section of the test, you will read aloud onto a tape a 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.

You may NOT write in this test booklet. You will be scored only on the response you provide on the audiotape after the announcer instructs you to begin speaking.

Your response to the question in this section 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

Once the tape 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.

Practice Reading Aloud Assignment

Competency 0017

Read aloud passages of prose and poetry in Latin with appropriate pronunciation and phrasing.

(You will hear and read in the test booklet:)

12. **Read silently the selection below from Pliny, *Epistulae* XII, in which Pliny describes the eruption of Mount Vesuvius. 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 the 3 minutes are up. You may begin reading the selection now. You will be told when to begin reading aloud.**

(You will see in the test booklet:)

Nūbēs, incertum procul intuentibus ex quō monte—Vesuvium fuisse posteā cognitum est—oriēbātur, cuius similitūdinem et fōrmam nōn alia magis arbor quam pīnus expresserit. Nam longissimō velut truncō ēlāta in altum quibusdam rāmīs diffundēbātur, crēdō, quia recentī spīritū ēvecta, dein senēscēntē eō dēstitūta aut etiam pondere suō victa in lātitudinem vānēscēbat; candida interdum, interdum sordida et maculōsa, prout terram cineremve sustulerat. Magnum propiusque nōscendum, ut ērudītissimō virō, vīsum.

Iubet Liburnicam aptārī; mihi, sī venīre ūnā vellem, facit cōpiam: respondi studēre mē mālle, et forte ipse quod scrīberem dederat. Ēgrediēbātur domō: accipit cōdicillōs Rēctīnae Tascī imminentī perīculō exterritae—nam vīlla eius subiacēbat, nec ūlla nisi nāvibus fuga; ut sē tantō discrīminī ēriperet ōrābat.

(You will have 2 minutes to study the passage. Then you will have 3 minutes to read the passage aloud on audiotape.)

Description of the Task

When reading aloud the Latin dialogue, 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 dialogue. 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. Overall, you are expected to demonstrate through your reading your comprehension of the text and your facility with Latin as a spoken language.

CONSTRUCTED-RESPONSE ASSIGNMENT SCORING

All responses to OSAT constructed-response assignments (written and oral) are scored using scoring scales that describe varying levels of performance. These scales were approved by committees of Oklahoma educators who reviewed both the performance characteristics and the scoring scales.

Each response is scored by multiple scorers according to standardized procedures during scoring sessions held immediately after each administration of the CEOE. Scorers with relevant professional backgrounds are oriented to these procedures before the scoring session and are carefully monitored during the scoring sessions.

A constructed-response assignment response is designated unscorable if it is blank, not on the assigned topic, illegible or unintelligible, not in the appropriate language, or of insufficient length to score. If you do not provide a scorable response for each constructed-response assignment on your test, you cannot pass the test regardless of your scores on the other section(s) of the test.

Sample Scoring Scale for Transcription Assignment

In the transcription, spelling of words, including endings, must be exactly accurate. Use of macrons by examinees is optional; whether they are used or not, macrons do not count at all in scoring.

Scores are based on 16 words from the excerpt, selected in advance of the test administration. No proper nouns are included. Capitalization is not considered in scoring, even if a selected word is the first word in a sentence.

- Level 4** • accurately transcribes 13–16 of the selected 16 words
- Level 3** • accurately transcribes 9–12 of the selected 16 words
- Level 2** • accurately transcribes 5–8 of the selected 16 words
- Level 1** • accurately transcribes 0–4 of the selected 16 words
- Level NS** • provides only a few words, an illegible sample, or no writing at all, or writes a text that does not correspond to the given text

Sample Performance Characteristics for Reading Aloud 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

Sample Scoring Scale for Reading Aloud Assignment

The four points of the scoring scale correspond to varying degrees of ability. The following statements describe typical responses at each score point.

SCORE	SCORE POINT DESCRIPTION
4	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 and generally does not vary rate and vocal tone in accordance with the sense of the text. • The reader stumbles frequently and 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	<ul style="list-style-type: none"> • 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 and 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.
U	<p>The oral response is "Unscorable" because it is unrelated to the assigned topic, inaudible/incomprehensible, not spoken in the required language, or not of sufficient length to score.</p>
B	<p>There is no response to the assignment.</p>

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