

SECOND LANGUAGE PROFICIENCY EXAMINATION LATIN

Teacher's Manual Part I: Oral Skills

General Information

The proficiency examination in Latin is designed to measure students' attainment of learning outcomes at Checkpoint A of the State syllabus *Latin for Communication*. The examination includes 15 credits for oral skills in Part I and 85 credits for a written test of reading, language skills, and culture. Part I of the examination consists of the following three subparts:

Part IA: Dictation

The student writes a passage in Latin as dictated by the teacher. [5 credits]

Part IB: Oral Reading

The student reads aloud a passage in Latin. [6 credits]

Part IC: Speaking

The student responds orally in Latin to the teacher's questions or statements in Latin. [4 credits]

Part I is to be administered at the school's convenience during the period from April 1 until five calendar days prior to the date of the written test. The students' scores for Part I must be reported to the building principal *no later than five calendar days prior to the date of the written test*. A sample oral skills score sheet is provided on page 7.

It is expected that students with certain disabilities use specialized/adaptive equipment and instruction/demonstration techniques during second language instruction. When taking the second language proficiency examinations, such students should be provided the same specialized/adaptive equipment and instruction/demonstration techniques, as well as the alternative testing techniques indicated in their Individualized Education Programs (IEP). It is the responsibility of the principal to ensure that alternative testing techniques are provided to students with disabilities as recommended by the Committee on Special Education. In addition, when determining who should be tested, administrators must consider those students with disabilities who attend programs operated by the Board of Cooperative Educational Services (BOCES), as well as any other programs located outside the school.

At times the task that the student is to perform may not be appropriate for that student, usually due to a student's particular disability or religious beliefs. In such cases, that student should be allowed to substitute another task. In order for the student with the disability to be eligible to substitute a task, that student must have been identified by the school district's Committee on Special Education as having a disability, and the need for the substitution must be consistent with the student's Individualized Education Program (IEP). A student is eligible to substitute tasks due to religious beliefs if it can be demonstrated that the student has been excused from participating in similar situations during the school year.

Section 100.5(d) of the Commissioner's Regulations allows students who have acquired proficiency without completing a unit of study to earn one unit of credit by achieving a score of at least 85% on the examination and by meeting the requirements as stated in the Regulations. The oral skills part of the examination may *not* be omitted for these students.

Specific Directions for Measuring Oral Skills

Part IA: Dictation

Advance Preparation

1. Select a passage of at least five lines from current reading in the class textbook. The text should be consistent with learning outcomes at Checkpoint A in the State syllabus *Latin for Communication*.
2. Do not announce what specific passage will be used in advance.
3. Identify *ten* words from the passage to be considered for scoring. Choose words that indicate significant characteristics of the sound system of classical or ecclesiastical Latin; e.g., vowel sounds, diphthongs, the sounds of *c, g, j* [consonantal *i*], and *v*.
4. Mark the passage with slash marks (/) for pauses in reading. Words should be grouped meaningfully, and no group should contain more than four words.
5. Read steps 3, 4, and 5 under Classroom Procedures for Administering the Test. Prepare directions to be read aloud to the students before administering the dictation.

Classroom Procedures for Administering the Test

1. Ask students to clear their desks and prepare to write a few lines of Latin as they are read aloud. Be sure that the students understand that they are to write Latin as dictated, *not* to translate into English.
2. Read to the students the directions for the dictation.
3. Read the entire Latin passage aloud to the class.
4. Then read the passage again in short phrases (no more than *four* words in a phrase), pausing after each phrase as the students write the Latin. Give directions and punctuation in English. Inform students that there will be no penalty for improper use of macrons or capitalization.
5. Read the entire passage once more as students check their work.
6. Collect the students' papers without mentioning which ten words will be rated.

Rating Criteria

The dictation activity evaluates the student's attainment of the following proficiencies for listening/writing as stated at Checkpoint A in the State syllabus:

- Writes simple connected Latin as read aloud by the teacher
 - Recognizes the sounds of the Latin language
 - Begins to recognize and appreciate phrase grouping, voice inflection, and meaningful expression when Simple Latin is read aloud
1. Locate the *ten* previously identified words in each student's written dictation, and score $\frac{1}{2}$ credit for each correctly spelled word. Do *not* penalize for improper use of macrons or capitalization.
 2. Record the score in the appropriate space on the oral skills score sheet.
 3. Transfer the score to the space provided on the student's answer sheet for the written test.

Part IB: Oral Reading

Advance Preparation

1. Notify the class in advance, if desired, of several pages of continuous text or a series of short passages from which the oral reading will be chosen. Tell the class that each student will read at least *five* lines but no more than *ten* lines.
2. Mark the passage(s) into segments of about *five to ten* lines so that each student may read a different segment aloud.

Classroom Procedures for Administering the Test

1. Ask each student to read aloud one passage of at least five lines but no more than ten lines in Latin. Each student must read *different* lines.
2. Record the student's score on the oral reading test immediately after the passage is read.
3. If the oral reading is not performed satisfactorily, do *not* substitute a second reading.

Rating Criteria

The oral reading activity evaluates the student's attainment of the following proficiencies for listening/speaking as stated at Checkpoint A in the State syllabus:

- Reads aloud, with generally correct pronunciation, texts with familiar vocabulary
 - Begins to recognize and appreciate phrase groupings, voice inflection, and meaningful expression when simple Latin is read aloud
1. Use the following scale to determine the student's score, based on consistency with the listening/reading proficiencies stated in Checkpoint A.

<i>Performance</i>	<i>Score</i>
Totally Consistent	6-5
Mostly Consistent	4-3
Minimally Consistent	2-1
Unsatisfactory	0

2. Record the score in the appropriate space on the oral skills score sheet. (See page 7.) Use whole numbers only.
3. Transfer the score to the space provided on the student's answer sheet for the written test.

Part IC: Speaking

Advance Preparation

1. Construct sets of activities aimed at eliciting a total of *three* oral responses in Latin from each student. The activities should be consistent with Checkpoint A in the State syllabus.
2. The subject matter content of the activity should be controlled and consistent with Checkpoint A so as to encourage an oral response.
3. The activities that are constructed may be any of three types: oral, visual, and/or reading. An example of each type of activity used to elicit an oral response from a student is given below. Student responses are shown in each example. A student's three responses may be based on any combination of the three types of activities. This part of the test must be administered in one sitting. The following examples separate rather than mix the three types of activities.

Oral	
Teacher says:	Student responds:
• Rōmānī multōs deōs deāsque habēbant. Quis est rēx deōrum?	• Iuppiter
• Ubi habitat hic rēx (Iuppiter)?	• in Olympō (in caelō)
• Quis est coniunx huius rēgis (Iovis)?	• Iūnō

Visual



Teacher says:

- (Point to teacher in picture.) Quis est?
- Quot puerī sunt in pictūrā?
- Quid faciunt puerī in tabellīs?

Student responds:

- magister
- trēs
- scrībunt

Reading

Give the student a passage to read silently.

“Post Rōmulum regnābant sex rēgēs.
Ultimus rēx erat Tarquinius Superbus.
Rōmānī, ubi Tarquinium expellunt, consulēs creant.
Prīmī consulēs erant lūnius Brutus et Collātīnus.”

Then give the student written questions in Latin which you read aloud, allowing the student to respond orally to each question. The student may refer to the previously read passage.

Questions based on passage:

- Quis erat ultimus rēx Rōmānus?
- Quōs creant Rōmānī post rēgēs?
- Quī erant prīmī consulēs?

Student responds:

- Tarquinius Superbus
- consulēs
- lūnius Brutus et Collātīnus

Classroom Procedures for Administering the Test

Note: The following procedures assume a classroom setting; the testing may also be conducted on an individual basis.

1. Explain to the class that each student will be expected to respond in Latin to something you *say* in Latin, to a question based on something you *show*, or to a question based on something the student *reads* in Latin.
2. Each student is expected to make a total of three responses in Latin.
3. Introduce each activity by explaining the task in English to the student.

4. Begin each activity by saying, "Salvē, discipule/discipula" and continue only in Latin. (The student's name may be substituted for *discipule/discipula*.) The student is expected to respond to the greeting, but the response will not be counted as one of the three required responses, nor will "yes-no" (*ita-minimē*) responses be counted.
5. Conduct the activities. See the examples on pages 3 and 4.
6. The questions may be repeated or reworded, but only three questions may be used for each student. Do not count repeating or rewording of a question as one of the three questions allowed.
7. Do not repeat questions or activities for successive students.

Rating Criteria

The speaking activity evaluates the student's attainment of the following proficiencies for listening/speaking as stated at Checkpoint A in the State syllabus:

- Comprehends simple spoken statements and questions based on reading or visual/oral stimuli
- Responds to simple oral stimuli in the classroom situation and to questions based on reading passages
- Recognizes the sounds of the Latin language

1. Give credit for each of the three responses as follows:

1 credit: The response is correct and comprehensible.

0 credit: The response is incorrect or incomprehensible, or there is no response after the question has been repeated or reworded.

Give one additional credit to the entire Part IC if the responses are of good quality in pronunciation, form, grammar, and spontaneity.

2. Although greetings and "yes-no" answers may be part of the interview, such responses receive no credit.
3. Although a student's response may be different from the response anticipated, the response is acceptable if it is appropriate and consistent with the listening/speaking proficiencies as stated at Checkpoint A.
4. Record the score in the appropriate space on the oral skills score sheet.
5. Transfer the score to the space provided on the student's answer sheet for the written test.

All scores for Part I of the second language proficiency examination in Latin must be written **in ink**, and completed score sheets must be submitted to the principal's office no later than five calendar days before the date of the written test.

**SECOND LANGUAGE PROFICIENCY EXAMINATION: LATIN
SAMPLE SCORE SHEET**

Part I: Oral Skills

(To be completed in ink and submitted to the Principal's office at least five calendar days before the date of the written test)

STUDENT'S NAME	Part IA [5 credits]	Part IB [6 credits]	Part IC-Checklist*			Quality Credit	Part IC Total [4 credits]
			Response				
			1st	2nd	3rd		

* Check (✓) = 1 credit
Scores for Parts IA, IB, and IC are to be transferred to student's answer sheet for the written test.

Teacher _____	Class Period _____
School _____	City or P.O. _____
Received in my office _____	_____
Date	Principal's Signature