

# Illinois Licensure Testing System

## STUDY GUIDE

Foreign Language:  
Latin (133)

**This test is now delivered  
as a computer-based test.**

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current program information.**

Illinois State Board of Education

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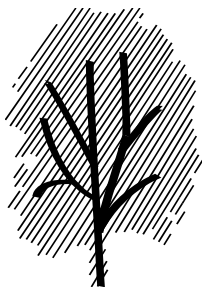
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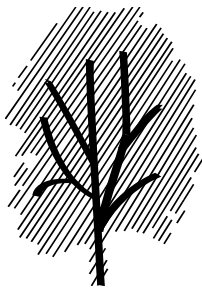
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## **General Information About the Illinois Licensure Testing System**

The first section of the study guide is available in a separate PDF file. Click the link below to view or print this section.

[General Information About the Illinois Licensure Testing System](#)



## Field-Specific Information

- **Test Subareas and Objectives**
- **Practice Test Questions**
- **Explanation of the Test Score Report**

### INTRODUCTION

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The content tests are designed to assess a candidate's knowledge of content in the specific teaching, school service personnel, or administrative field in which licensure is sought. The tests are based on current and relevant expectations for teacher preparation students and for teachers in Illinois as defined by the Illinois Content Area Standards for Educators. This study guide is designed to focus your preparation by helping you become familiar with the format and content to be covered on the tests.

This section includes a list of test subareas and objectives, sample test directions, practice multiple-choice test questions, practice constructed-response assignments, performance characteristics and scoring scales, an explanation of the scoring process for the constructed-response assignments, and a score report explanation.

#### TEST SUBAREAS AND OBJECTIVES

The content covered by the test is organized into subareas. You will find a list of subareas at the beginning of the list of test objectives. Within each subarea, the content is further defined by a set of objectives. Each objective comprises two major parts:

1. the *objective statement*, which broadly defines the knowledge and skills that an entry-level educator needs to know; and
2. the *descriptive statements*, which describe in greater detail the types of knowledge and skills covered by the test objective.

The test objectives are broad, conceptual, and meaningful statements, written in language that reflects the skills, knowledge, and understanding that an entry-level teacher needs in order to teach effectively in an Illinois classroom. A test consists of test questions that measure an examinee's mastery of these test objectives.

Below is an example of a test objective statement and its accompanying descriptive statements for the Elementary/Middle Grades test.

#### *Objective Statement*

**Understand word analysis strategies and vocabulary development and how to use effective, developmentally appropriate approaches to promote students' word analysis and vocabulary skills.**

### *Descriptive Statements*

- Demonstrate knowledge of phonics and its role in decoding; of ways to assess students' phonic skills; and of effective instructional strategies, activities, and materials for promoting students' phonetic analysis skills.
- Demonstrate knowledge of word analysis strategies, including syllabication, morphology (e.g., use of affixes and roots), and context clues; of ways to assess students' use of word analysis strategies; and of effective instructional strategies, activities, and materials for promoting students' word analysis and contextual analysis skills.
- Demonstrate knowledge of the role of vocabulary development in reading; of ways to assess students' vocabulary development; and of effective instructional strategies, activities, and materials for promoting students' vocabulary development.

## FOREIGN LANGUAGE: LATIN TEST OBJECTIVES

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- I. Language, Structure, and Language Acquisition
- II. Reading Comprehension and Appreciation
- III. Cultural Knowledge and Contemporary Connections
- IV. Speaking
- V. Listening and Writing

### SUBAREA I—LANGUAGE, STRUCTURE, AND LANGUAGE ACQUISITION

#### **0001 Analyze grammar and usage in context.**

For example:

- Recognize 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.
- Identify and analyze grammatical structures in a passage of prose or poetry (e.g., sequence of tenses, participial constructions, indirect statement or question).

#### **0002 Use Latin word forms appropriately in given constructions and contexts.**

For example:

- 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.

#### **0003 Recognize accurate transformations of phrases, clauses, and sentences according to given instructions.**

For example:

- Recognize accurate transformations of clauses or sentences when the voice, mood, tense, person, or number of a verb is changed.
- Recognize accurate transformations of a sentence from direct to indirect discourse.
- Use an equivalent construction to express purpose, cause, time, etc.
- Combine two or more sentences into a single sentence that preserves the relationships (e.g., temporal, causal, relative) of the original sentences.

**0004 Understand processes involved in second-language acquisition.**

For example:

- Demonstrate knowledge of language development as it pertains to second-language acquisition (e.g., grammar/translation, whole-language approach).
- Demonstrate knowledge of instructional strategies for developing students' communicative skills in a second language (i.e., listening, speaking, reading, and writing skills) and ways to adjust instruction to facilitate optimal learning for all students.
- Evaluate the effectiveness of various classroom activities for developing students' communicative skills in a second language.
- Demonstrate knowledge of major theories of second-language acquisition and the approaches, methodologies, and strategies that promote second-language acquisition.
- Demonstrate knowledge of the ways students' native language, prior knowledge, and educational background influence second-language acquisition.

**0005 Use Latin language skills to analyze English borrowings and derivatives.**

For example:

- Relate a given English word to its Latin root(s).
- Identify the root meanings of common English prefixes and suffixes.
- Recognize the meanings of common words or phrases borrowed from Latin.

**SUBAREA II—READING COMPREHENSION AND APPRECIATION**

**0006 Apply literal comprehension skills to written texts.**

For example:

- Identify stated main ideas or details in a passage of prose.
- Analyze the sequence of events in a passage of prose.
- Identify stated causes or effects in a passage of prose.

**0007 Apply skills of inference and interpretation to written texts.**

For example:

- Infer information from a passage of prose or poetry.
- Draw conclusions based on a passage of prose or poetry.
- Interpret moods or attitudes in a passage of prose or poetry.



**0008 Summarize or paraphrase written texts.**

For example:

- 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.

**0009 Translate sentences or short passages into English.**

For example:

- 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.

**0010 Demonstrate an understanding of prose texts, including literary expression and stylistic variations.**

For example:

- Identify rhetorical devices and analyze their effects in a passage of prose.
- Identify figures of speech and analyze their effects in a passage of prose.

**0011 Demonstrate an understanding of poetry, including literary expression, metrical elements, and stylistic variations.**

For example:

- Identify rhetorical devices and analyze their effects in a passage of poetry.
- Identify figures of speech and analyze their effects in a passage of poetry.
- Identify dactylic hexameter, elegiac couplet, and hendecasyllabic meter in a passage of poetry.
- Identify metrical elements (e.g., spondee, elision, dactyl) in a passage of poetry.

**SUBAREA III—CULTURAL KNOWLEDGE AND CONTEMPORARY CONNECTIONS**

**0012 Identify the major myths and legends of classical culture.**

For example:

- Identify important deities, legendary figures, and their stories.
- Analyze how classical myths and legends reflect Roman culture.
- Analyze how classical myths and legends have influenced later times.

**0013 Identify important aspects of the history and geography of the classical world.**

For example:

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

**0014 Identify significant characteristics of classical art, architecture, and technology.**

For example:

- Recognize major artistic, architectural, and technological achievements of the classical world.
- Demonstrate knowledge of the influence of classical art, architecture, and technology.

**0015 Identify significant characteristics of classical Latin literature.**

For example:

- Identify major classical Latin writers and their works.
- Recognize characteristics of major genres of classical Latin literature.
- Analyze how the works of major classical Latin writers have influenced literature in later times.

**0016 Identify important features of daily life, society, and politics in Roman culture and their connections with the modern world.**

For example:

- Identify important features of daily public and private life and how they reflect Roman cultural values.
- Identify major social groups, divisions, and patterns and how they reflect Roman cultural values.
- Identify major political figures, movements, and developments and how they reflect Roman cultural values.
- Identify how major Roman political figures, movements, and developments influenced later times.
- Recognize the use of Latin language and culture in modern professions, careers, and modern life.

**SUBAREA IV—SPEAKING**

**0017 Read aloud passages of prose in Latin with appropriate pronunciation and phrasing.**

For example:

- Read aloud a dialogue in Latin that simulates a classroom interaction, using a correct form of pronunciation and phrasing.

**SUBAREA V—LISTENING AND WRITING**

**0018 Transcribe spoken passages of prose in Latin.**

For example:

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

## TRANSCRIPTION ASSIGNMENT SECTION

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This section includes the following:

- Sample test directions for the transcription assignment
- A practice transcription assignment
- A description of the task

On the actual test, examinees will be given a different transcription assignment from the one provided as a sample in this study guide.

## SAMPLE TEST DIRECTIONS FOR THE TRANSCRIPTION ASSIGNMENT

### DIRECTIONS FOR SECTION ONE

For Section One of the test, you will listen to a passage in Latin on an audiotape and transcribe it **in Latin** in your answer document. ***Your score for this section will be based solely on the response you write on pages 3 and 4 of your answer document.***

Your transcription will be evaluated on the basis of the following criteria. Please take the next 30 seconds to familiarize yourself with these criteria.

- **SPELLING:** Each word that is not correct counts as one error.
- **ILLEGIBILITY:** Any word that is illegible counts as one error.
- **MISSING WORDS:** Any word that is missing counts as one error.
- **INSERTED WORDS:** Any word in the response that is not part of the passage that was read will count as one error.

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.

Turn the page and continue with Section One.

## PRACTICE TRANSCRIPTION ASSIGNMENT

[Note: You will hear the following paragraph as it is played on audiotape; it will also appear in your test booklet.]

**You will listen to a Latin passage and transcribe it in your written response booklet. Use of macrons is optional; whether or not they are used, macrons will not count in scoring. Where appropriate, you may use the letters "u" and "v" interchangeably and the letters "i" and "j" interchangeably. 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, two times. As the passage is dictated, write it in the space provided in your written response booklet. Finally, it will be read again so that you may check your work.**

[Note: You will hear a paragraph as it is played on audiotape; it will **not** be written in your test booklet.]

(The voice on the tape says:) "In the following passage from his Letters, Pliny discusses his ideas on oratory."

Frequēns mihi disputātiō est cum quōdam doctō homine et perītō, cui nihil aequē in causīs agendīs ut brevitas placet. Quam ego custōdiendam esse cōfiteor, sī causa permittat; aliōquī praevaricātiō est trānsire dīcenda, praevaricātiō etiam cursim et breviter attingere quae sint inculcanda īnfīgenda repetenda. Nam plērīsq̄ue longiōre tractātū vīs quaedam et pondus accēdit, utque corporī ferrum, sīc ōratiō animō nōn ictū magis quam morā imprimitur.

(The passage is read at normal speed. The voice on the tape then says:) "Now write the passage as it is dictated."

(The passage is then read slowly, phrase by phrase, with pauses for writing. The voice on the tape says:) "This is the end of the passage. It will now be dictated again."

(The passage is then read slowly, phrase by phrase, with pauses for writing. The voice on the tape says:) "This is the end of the passage. It will now be read a final time."

(The passage is read again slowly for checking. The voice on the tape says:) "When you have checked your work, turn the page and continue the test."



**FOR YOUR REFERENCE ONLY**—*This constructed-response item is written to assess understanding of Subarea V, "Listening and Writing," which consists of the objective listed below.*

*Transcribe spoken passages of prose in Latin.*

## **DESCRIPTION OF THE TRANSCRIPTION ASSIGNMENT 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. You may use "i" and "j" interchangeably and "u" and "v" interchangeably, as appropriate. 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.

## MULTIPLE-CHOICE TEST QUESTIONS SECTION

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The practice multiple-choice test questions included in this section are designed to give the examinee an introduction to the nature of the test questions included on the ILTS test for each field. The practice multiple-choice test questions represent the various types of test 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 predict your performance on the test as a whole. Use the answer key located after the practice multiple-choice test questions to check your answers.

To help you identify which test objective is being assessed, the objective statement to which the question corresponds is listed in the answer key. When you are finished with the practice multiple-choice test questions, you may wish to go back and review the entire list of test objectives and descriptive statements once again.

This section includes the following:

- Sample test directions for the multiple-choice test questions
- Practice multiple-choice test questions
- An answer key

On the actual test, examinees will be given different multiple-choice test questions from those provided as samples in this study guide.

## SAMPLE TEST DIRECTIONS FOR THE MULTIPLE-CHOICE TEST QUESTIONS

### DIRECTIONS FOR SECTION TWO

Each question in Section Two of this booklet is a multiple-choice question with four answer choices. Read each question carefully and choose the ONE best answer. Record your answer on the answer document in the space that corresponds to the question number. Completely fill in the space that has the same letter as the answer you have chosen. *Use only a No. 2 lead pencil.* Your score for this section will be based solely on the responses you mark on pages 1 and 2 of your answer document.

Sample Question:

1. What is the capital of Illinois?

- A. Chicago
- B. Peoria
- C. Springfield
- D. Champaign

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

1.    Ⓐ   Ⓑ   ●   Ⓓ

Turn the page and continue with Section Two.



## PRACTICE MULTIPLE-CHOICE TEST QUESTIONS

1. Use the sentence below from Catullus, 8, in which Catullus speaks to himself, to answer the question that follows.

1. Miser Catulle, dēsinās ineptīre,
2. et quod vidēs perīsse perditum dūcās.

In line 2, the word *perīsse* is an example of a:

- A. future active infinitive.
- B. perfect passive infinitive.
- C. pluperfect active subjunctive.
- D. perfect active infinitive.

2. Use the sentence below from Cicero, *Dē Dīvinātiōne*, I, in which Cicero compliments the playwright Sophocles, to answer the question that follows.

1. Adiungāmus philosophīs doctissimum
2. hominem, poētā quidem dīvinum,
3. Sophoclem . . .

In line 1, what use of the dative is illustrated by *philosophīs*?

- A. dative of agent
- B. indirect object
- C. dative of purpose
- D. dative with compound verb

3. Mīllitēs relictī erant quī pontem aedificārent.

Which of the following could be substituted for the underlined phrase without changing the meaning?

- A. quī pontem aedificābant
- B. quī pontem aedificābunt
- C. ponte adificandō
- D. ad pontem aedificandum

4. Which of the following classroom activities most closely adheres to the grammar-translation method of language instruction?
- A. The teacher brings in a picture of a Roman villa to tell a story entirely in Latin, using the picture to help convey the meaning of new vocabulary words.
  - B. Students read a short passage in Latin, then the teacher uses examples from the text as a basis for an English-language description of the rules governing the pluperfect tense.
  - C. The teacher reads aloud a dialogue in Latin, asking students to repeat the dialogue aloud, then transform lines of the dialogue from present to past tense.
  - D. Students speak to one another in Latin while the teacher provides translations of any words or phrases that they need.
5. The English prefix *pre-* is derived from the Latin *prae-* meaning:
- A. behind.
  - B. before.
  - C. back.
  - D. beneath.

6. **Read the passage below from Sallust, *Bellum Catilinae*, 31; then answer the question that follows.**

Sed ubi ille adsēdit, Catilīna, ut erat parātus ad dissimulanda omnia, dēmissō voltū, vōce supplicī postulāre ā patribus coepit nē quid dē sē temere crēderent; eā familiā ortum, ita sē ab adulēscentiā vītā inīstituisse ut omnia bona in spē habēret; nē exīstumārent sibi patriciō hominī, cuius ipsīus atque maiōrum plūruma beneficia in plebem Rōmānam essent, perditā rē pūblicā opus esse, cum eam servāret M. Tullius, inquilīnus cīvis urbis Romae. Ad hoc maledicta alia cum adderet, obstrepere omnēs, hostem atque parricīdam vocāre. Tum ille furibundus: "Quōniam quidem circumventus," inquit, "ab inimīcīs praeceps agor, incendium meum ruīnā restinguam."

As a result of his treatment at the hands of Cicero and the Senate in this passage, Catiline vows:

- A. to appeal to members of the patrician class to come to his defense.
- B. to put out the fire brought upon him by his enemies.
- C. to fight Cicero on the grounds that he is a "novus homo."
- D. to expose one in the Roman Senate who is both an enemy and a murderer.

7. Read the passage below from Vergil, *Aeneid*, Book 7; then answer the question that follows.

Illam omnis tēctīs agrīsque effūsa iuventūs  
turbaque mīrātūr mātrum et prōspectat  
euntem  
attonitīs inhiāns animīs, ut rēgius ostrō  
vēlet honōs lēvīs umerōs, ut fībula crīnem  
aurō internectat, Lyciam ut gerat ipsa  
pharetram  
et pāstōrālem praefixā cuspide myrtum.

Based on this passage one can conclude that Camilla evokes:

- A. scorn.
- B. esteem.
- C. jealousy.
- D. pity.

8. Read the passage below from Livy, *Ab Urbe Condita*, 25; then answer the question that follows.

Quamquam Fabius probē scit nōn in  
castrīs modo suīs sed etiam Romae  
infamem suam cunctātiōnem esse,  
obstinātus tamen tenore eōdem  
consiliōrum aestatis reliquum extraxit, ut  
Hannibal destitūtus ab spē summā ope  
petitī certāminis iam hibernīs locum  
circumspectāret, quia ea regiō praesentis  
erat copiae, nōn perpetuae, arbusta  
vīneaeque et consīta omnia magis amoenīs  
quam necessariīs fructibus.

Which of the following accurately restates information contained in this passage?

- A. Hannibal saw troops present in that region.
- B. There were more vineyards than fruits growing in that region.
- C. Hannibal did not hope for a battle before winter.
- D. Fabius's plan was not popular in Rome.

9. Use the sentence below to answer the question that follows.

Hic puer et studiō vēnandī lassus et aestū prōcubuit.

Which of the following is the correct translation of the sentence above?

- A. Here the eager boy lay down tired in order to hunt in the summer.
- B. Here the boy lay down tired from the excitement of hunting in the summer.
- C. This boy lay down tired from the heat and the excitement of hunting.
- D. This tired boy lay down here because it was an exciting place to hunt.

10. Read the passage below from Cicero, *Epistula Atticum*, 8; then answer the question that follows.

Multum mēcum mūnicipālēs hominēs loquuntur, multum rusticānī; nihil prōrsus aliud cūrant nisi agrōs, nisi vīllulās, nisi nummulōs suōs. Et vidē quam conversa rēs sit; illum quō antea cōnfidēbant metuunt, hunc amant quem timebant.

Cicero emphasizes the concerns of the rural and small town citizens through his use of:

- A. chiasmus.
- B. anaphora.
- C. personification.
- D. metonymy.

11. Use the sentence below from Vergil, *Aeneid*, 1, to answer the question that follows.

Namque umerīs dē mōre habilem suspenderat arcum.

How many dactyls occur in the above line from the *Aeneid*?

- A. three
- B. four
- C. two
- D. one

12. Jupiter's bird which snatched Ganymede up to heaven to serve as Jupiter's cupbearer, was:

- A. an eagle.
- B. a swan.
- C. an owl.
- D. a dove.

13. Which of the following regions of Italy experienced the greatest degree of economic development under the government of the Roman Empire?
- A. the southwest extension of the Apennines
  - B. the flatlands of the Po Plain
  - C. the northwest stretch of the Apennines
  - D. the coastal plain of Calabria
14. Which of the following best describes a major innovation of ancient Roman engineers and architects?
- A. the construction of wall fortifications around major cities
  - B. the creation of effective means of sewage disposal and water supply
  - C. the construction of port facilities in coastal areas
  - D. the development of structures that harmonized with the environment
15. Which of the following authors is known for his *Epodes*, *Odes*, and *Art of Poetry*?
- A. Catullus
  - B. Horace
  - C. Vergil
  - D. Sallust
16. Which of the following is an accurate description of the custom of *salutatio* in ancient Rome?
- A. Wealthy Romans went to socialize with their friends in one of the many sumptuous baths fed by hot springs.
  - B. Gladiators paid homage to the emperor and members of the nobility before engaging in combat at the Colosseum.
  - C. Humble Romans went to pay their respects in the houses of senators, who were obligated to protect them.
  - D. Soldiers displayed their loyalty to their commanders by a distinctive gesture made with the right hand.

## ANSWER KEY

This section contains the answers to the practice multiple-choice test questions.

After you have worked through the practice multiple-choice test questions, check the answers given in this section to see which questions you answered correctly.

Question Number	Correct Response	Test Objective
1.	D	Analyze grammar and usage in context.
2.	D	Use Latin word forms appropriately in given constructions and contexts.
3.	D	Recognize accurate transformations of phrases, clauses, and sentences according to given instructions.
4.	B	Understand processes involved in second-language acquisition.
5.	B	Use Latin language skills to analyze English borrowings and derivatives.
6.	B	Apply literal comprehension skills to written texts.
7.	B	Apply skills of inference and interpretation to written texts.
8.	D	Summarize or paraphrase written texts.
9.	C	Translate sentences or short passages into English.
10.	B	Demonstrate an understanding of prose texts, including literary expression and stylistic variations.
11.	A	Demonstrate an understanding of poetry, including literary expression, metrical elements, and stylistic variations.
12.	A	Identify the major myths and legends of classical culture.
13.	B	Identify important aspects of the history and geography of the classical world.
14.	B	Identify significant characteristics of classical art, architecture, and technology.
15.	B	Identify significant characteristics of classical Latin literature.
16.	C	Identify important features of daily life, society, and politics in Roman culture and their connections with the modern world.

## ORAL READING ASSIGNMENT SECTION

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This section includes the following:

- Sample test directions for the oral reading assignment
- A practice oral reading assignment
- A description of the task

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

## SAMPLE TEST DIRECTIONS FOR THE ORAL READING ASSIGNMENT

### DIRECTIONS FOR SECTION THREE

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

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

- **PRONUNCIATION:** appropriateness of the articulation of individual sounds and words
- **PHRASING:** accuracy of the placement and duration of pauses and appropriateness of the grouping and phrasing of syntactic constructions
- **RHYTHM:** appropriateness of rate and tone of speech
- **FLUENCY:** coherence and ease of expression
- **EXPRESSIVENESS:** accuracy of comprehension of the meaning and expressed mood of the text

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

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

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



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



## PRACTICE ORAL READING ASSIGNMENT

[Note: You will hear the following paragraph as it is played on audiotape; it will also appear in your test booklet.]

**Read silently the dialogue below. You will have 5 minutes to practice reading the dialogue. Then, when you are told to do so, begin reading the dialogue aloud at a normal speed and with appropriate pronunciation. If you wish to identify the speakers before each line, you may, but you are not required to do so. You are not expected to use a different voice for each of the speakers in the dialogue, and your oral reading will not be evaluated on the basis of its dramatic qualities. You may use either classical or ecclesiastical pronunciation, but whichever you choose, you should use it consistently. You will be given a total of 3 minutes to complete your reading. You will be told when your 3 minutes are up. You may begin reading the dialogue now. You will be told when to begin reading aloud.**

[Note: The following will only appear in the test booklet.]

Māter: Age, Quīnte. Tempus est surgere. Hodiē ad urbem iter facimus.  
Quīntus: Iam necesse est surgere? Nōndum lūcet, māter.  
Māter: Nōlī mē vexāre. Longum habēmus iter. Pōne tunicās et togās tuās in hanc cistam.  
Quīntus: Ubi est lūcerna, māter? Vidēre nōn possum.  
Māter: Ecce, lūcernam incendam. Potesne nunc vidēre?  
Quīntus: Ita, māter. Quid in urbe faciēmus? Quid vidēbimus?  
Māter: Multa facere poterimus. Quid tū vīs vidēre?  
Quīntus: Omnia vidēre volō. Theātra et amphitheātra. Circum Maximum et lūdōs circēnsēs.  
Māter: Ad lūdōs circēnsēs crās ībimus. Pater tuus tē et Aulum eō feret.  
Quīntus: Grātiās tibi maximās, māter. Nunc omnia mea in cistā sunt posita et ego sum discēdere parātus. Aulum excitābō.



**FOR YOUR REFERENCE ONLY**—*This constructed-response item is written to assess understanding of Subarea IV, "Speaking," which consists of the objective listed below.*

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

## **DESCRIPTION OF THE ORAL READING ASSIGNMENT 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.

## PREPARATION RESOURCES

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Familiarity with works of the authors listed below may help you prepare for the Foreign Language: Latin test. Additionally, familiarity with the Latin vocabulary list for the Illinois Latin Contest may also help you prepare for the Foreign Language: Latin test.

While not a substitute for coursework or other types of teacher preparation, these resources may be useful in enhancing an examinee's knowledge of some of the content covered on the examination. The references listed are not intended to represent a comprehensive listing of all potentially useful resources for preparing for the Foreign Language: Latin test.

Examinees are not expected to read the complete set of works by each author nor familiarize themselves with all the vocabulary words in the list. The vocabulary list is not intended to represent a comprehensive list of all potential vocabulary used on the Foreign Language: Latin test.

The potential list of authors on the Foreign Language: Latin test is as follows:

- Caesar
- Catullus
- Cicero
- Horace
- Livy
- Ovid
- Pliny the Younger
- Sallust
- Seneca
- Suetonis
- Vergil

The vocabulary list may be found at:

<http://department.monm.edu/classics/icc/illinoislatincontest.htm>

**IMPORTANT NOTE:** The sample test questions that appear at the end of the Illinois Latin Contest vocabulary list **are not** sample test questions for the Foreign Language: Latin test. Sample test questions for the Foreign Language: Latin test may only be found in this study guide.

## EXPLANATION OF THE SCORING PROCESS FOR THE CONSTRUCTED-RESPONSE ASSIGNMENTS

This section is designed to provide you with an explanation of the scoring process for the constructed-response assignments.

The first constructed-response assignment is designed to assess Subarea V, "Listening and Writing" and the second constructed-response assignment is designed to assess Subarea IV, "Speaking."

### THE SCORING PROCESS

Constructed responses will be rated on a four-point scoring scale. There is one scoring scale for the Transcription assignment (see page 2-25) and another scoring scale for the Oral Reading assignment (see page 2-26). For each scoring scale within the range of scores (i.e., from 1 to 4), a response that receives a score point of 1 is an undeveloped response, while a score point of 4 is assigned to a response that is very well developed. Specific performance characteristics describe the elements typically found in responses at each of the four score points, although any particular response may be either more or less developed in respect to any specific elements.

Each category of the four-point scale will comprise a range of ability across that particular score. Thus, among the most competent constructed responses, there will be those that represent a "high 4" (the best) as well as those that represent a "low 4" (clearly superior responses, but they are not quite as well constructed as the "high 4"). This range of ability holds true within each of the other three points on the scoring scale.

Each response will be scored by two readers; the sum of the two readers' scores will be the examinee's total score for each constructed-response assignment. Any pair of scores that differs by more than one point will be regarded as discrepant and will require resolution by a third reader. For example, a total score of 6 would result from the assignment of a "3" and a "3" from each of two readers; it could not result from assigned scores of "2" and "4" because the scores differ by more than one point.

### PERFORMANCE CHARACTERISTICS EXPLANATION

The performance characteristics for each score point for the Transcription constructed-response assignment are organized according to four major features: (1) spelling, (2) illegibility, (3) missing words, and (4) inserted words. Each of these performance characteristics is described in more detail on page 2-25. Detailed characterizations of the score point features are described in the scoring scale on page 2-25.

The performance characteristics for each score point for the Oral Reading constructed-response assignment are organized according to five major features: (1) pronunciation, (2) phrasing, (3) rhythm, (4) fluency, and (5) expressiveness. Each of these performance characteristics is described in more detail on page 2-26. Detailed characterizations of the score point features are described in the scoring scale on page 2-26.

## PERFORMANCE CHARACTERISTICS FOR THE TRANSCRIPTION ASSIGNMENT

Accuracy of spelling and transcription.

### Scoring Key for the Transcription Assignment

<b>Spelling</b>	Each word that is <i>not</i> a correct and appropriate spelling of the word transcribed from the passage that was read (i.e., the word does not reflect the target language's rules of spelling) counts as one error.
<b>Illegibility</b>	Any word that is illegible counts as one error.
<b>Missing Words</b>	Any word that is missing counts as one error.
<b>Inserted Words</b>	Any word in the response that is <i>not</i> part of the passage that was read will count as one error.

Each word has the potential for only one error (e.g., an inserted word that is misspelled will count as only one error).

## SCORING SCALE FOR THE TRANSCRIPTION ASSIGNMENT

Score Point	Score Point Description
<b>4</b>	6 or fewer errors
<b>3</b>	7–12 errors
<b>2</b>	13–18 errors
<b>1</b>	19 or more errors
<b>U</b>	Unscorable—The examinee's entire response is off topic, is illegible, is not in the target language, or is incomplete (i.e., 5 words or fewer).
<b>B</b>	Blank—There is no response to the assignment.

## PERFORMANCE CHARACTERISTICS FOR THE ORAL READING ASSIGNMENT

Candidate responses are scored holistically based on the extent to which the response reflects a command of the skills included in the following performance characteristics.

<b>Pronunciation</b>	<ul style="list-style-type: none"> <li>appropriateness of the articulation of individual sounds and words</li> </ul>
<b>Phrasing</b>	<ul style="list-style-type: none"> <li>accuracy of the placement and duration of pauses</li> <li>appropriateness of the grouping and phrasing of syntactic constructions</li> </ul>
<b>Rhythm</b>	<ul style="list-style-type: none"> <li>appropriateness of rate and tone of speech</li> </ul>
<b>Fluency</b>	<ul style="list-style-type: none"> <li>coherence and ease of expression</li> </ul>
<b>Expressiveness</b>	<ul style="list-style-type: none"> <li>accuracy of comprehension of the meaning and expressed mood of the text</li> </ul>

The candidate may use either classical or ecclesiastical pronunciation, but whichever is chosen, it should be used consistently. Overall, candidates are expected to demonstrate through their reading their comprehension of the text and their facility with Latin as a spoken language.

## SCORING SCALE FOR THE ORAL READING ASSIGNMENT

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

<b>Score Point</b>	<b>Score Point Description</b>
<b>4</b>	<p><b>The "4" response reflects a thorough application and a strong command of the performance characteristics for the oral reading assignment.</b></p> <ul style="list-style-type: none"> <li>The candidate pronounces almost all words accurately and consistently, with proper syllabic accent.</li> <li>The candidate groups together words that are linked syntactically and semantically, pausing where appropriate.</li> <li>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.</li> <li>The reader rarely stumbles over words and reads the text as whole phrases and clauses rather than a string of words.</li> <li>The reader shows comprehension and the ability to express the meaning, tone, and mood of the text.</li> </ul>
<b>3</b>	<p><b>The "3" response reflects a general application and a general command of the performance characteristics of the oral reading assignment.</b></p> <ul style="list-style-type: none"> <li>The candidate pronounces most words accurately and consistently, generally with proper syllabic accent, although word, syllable, and accent inaccuracies may be present.</li> <li>The candidate generally groups words that are linked syntactically and semantically; pauses are mostly appropriate.</li> <li>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.</li> <li>The reader stumbles occasionally, but demonstrates a sense that the text comprises whole phrases and clauses rather than a string of words.</li> <li>The reader generally shows comprehension and some ability to express the meaning, tone, and mood of the text.</li> </ul>
<b>2</b>	<p><b>The "2" response reflects a partial application and a limited command of the performance characteristics for the oral reading assignment.</b></p> <ul style="list-style-type: none"> <li>The candidate pronounces many words accurately and consistently, but omission and/or confusion of syllables and improper accentuation are noticeable.</li> <li>The candidate sometimes groups words that are linked syntactically and semantically, but pauses often seem random or inappropriate.</li> <li>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.</li> <li>The reader stumbles frequently and rarely sustains a sense that the text comprises phrases and clauses rather than a string of words.</li> <li>The reader shows little comprehension or ability to express the meaning, tone, and mood of the text.</li> </ul>
<b>1</b>	<p><b>The "1" response reflects little or no application and a lack of command of the performance characteristics for the oral reading assignment.</b></p> <ul style="list-style-type: none"> <li>The candidate pronounces some words accurately and consistently but often omits or confuses syllables and applies accent improperly.</li> <li>The candidate rarely or never groups words that are linked syntactically and semantically; pauses generally seem random.</li> <li>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.</li> <li>The reader stumbles frequently and reads the text as a string of words.</li> <li>The reader shows very little or no comprehension or ability to express the meaning, tone, and mood of the text.</li> </ul>
<b>U</b>	<b>The response is unscorable because it is unrelated to the assigned topic, inaudible/incomprehensible, not spoken in the required language, or incomplete.</b>
<b>B</b>	<b>There is no response to the assignment.</b>

### OVERVIEW

The score report indicates whether or not you passed the test and how you performed on each test subarea. The passing scores for the Illinois Licensure Testing System were established by the Illinois State Board of Education based on recommendations from panels of Illinois educators. The passing score for each foreign language content-area test is designed to reflect the level of content knowledge and skills required to perform the job of an educator receiving an initial license in Illinois.

### Passing Score

To pass a content-area test you must obtain a scaled total test score of 240 or above.

### Total Test Score

The total test score is based on your performance on the entire test, specifically the number of multiple-choice test questions you answered correctly and the scores that you received on the two constructed-response assignments. The multiple-choice test questions represent 90 percent of the total test score and the constructed-response assignments represent 10 percent of the total test score.

### Subarea Scores

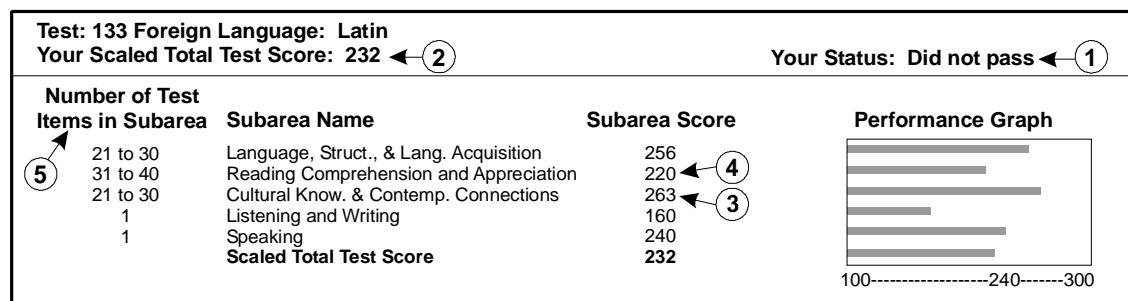
- Subarea scores are presented on the same scale as the total test score.
- Subarea scores contain different numbers of questions and are weighted differently in the computation of the total test score; therefore, the average of the subarea scaled scores generally will not equal the scaled total test score.
- Subarea scores will help you assess your areas of relative strength and weakness.

### Reporting of Scores

Your results will be forwarded to the Illinois State Board of Education and to the Illinois institution(s) you indicate during the registration process. You should keep the score report you receive for your own records.

## READING YOUR REPORT: A SAMPLE

A sample of a Foreign Language: Latin test score report is provided below.



According to the above sample, the examinee did not pass the Foreign Language: Latin test ①, because the examinee's total test score of 232 ② is below the passing score of 240.

In regard to the multiple-choice section of the test, the examinee did better on the Cultural Knowledge and Contemporary Connections subarea ③ of the test than on the Reading Comprehension and Appreciation subarea ④. The examinee will need to retake the test and achieve a total test score of 240 or higher to pass the test. The score report indicates the number of items for each subarea on the test ⑤.

## HOW TO INTERPRET THE CONSTRUCTED-RESPONSE SCORES

The responses are scored by educators trained in assessment, using the same standards for all examinees, by a process called focused holistic scoring. The process allows the scoring of examinee responses based on overall quality rather than on an analysis of the components. For the constructed-response assignments, scorers use a set of performance characteristics to base their judgments. In general, if a passing score is attained for the constructed-response test sections, it is likely that the performance characteristics have been demonstrated in the responses.

Each response is scored on a scale from 1 to 4, with 1 representing a totally undeveloped response and 4 representing a response that is very well developed. Each response is read or listened to and scored by two scorers; the sum of the two scores is the total score assigned to the response. This score is then converted to the scaled score that is reported on your score report.

Scaled scores are reported on a range from 100 to 300. A total test score of 240 or above is necessary to pass the test. Further explanation regarding the interpretation of your constructed-response scores will be provided on your score report.