



**Georgia Assessments for the
Certification of Educators®**

PREPARATION GUIDE

Latin





LATIN

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SECTION I

PREPARING FOR THE TEST

Section I of this preparation guide is contained in a separate PDF file. Click the link below to view or print this section:

[Preparing for the Test](#)



SECTION 2

SAMPLE QUESTIONS

This section of the Georgia Assessments for the Certification of Educators® (GACE®) Preparation Guide provides sample selected-response questions with an annotated answer key for you to review as part of your preparation for the test. The sample selected-response questions are designed to illustrate the nature of the test questions. Work through the questions carefully before referring to the annotated answer key, which follows the sample selected-response questions. The answer key provides the correct response to each question, describes why each correct response is the best answer, and lists the objective within the test framework to which each question is linked.

This test contains questions that involve listening to an audio recording. Please note that at the actual test administration, you will hear rather than read the passages.

Section 2: Sample Questions

QUESTIONS

1. *(The examinee will hear and read in the test booklet:)*

Listen carefully to the following request made by a teacher of Latin; then answer the question that follows. You will hear the request twice.

(The examinee will hear:)

Lege lentē, quaesō.

Now you will hear the request again.

(repeat request)

Now answer the question.

(The examinee will read in the test booklet:)

The teacher would most likely make this request when a student is:

- A. writing a sentence on the board.
- B. handing in his or her homework assignment.
- C. reading the wrong page in his or her book.
- D. reading aloud at a fast pace.

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

Phoebus pursues a girl

Hanc quoque Phoebus amat, positāque in stīpite dextrā
 sentit adhūc trepidāre novō sub cortice pectus,
 complexusque suīs rāmōs, ut membra, lacertīs 555
 oscula dat lignō; refugit tamen oscula lignum.
 cui deus, "at, quoniam coniunx mea nōn potes esse,
 arbor eris certē," dīxit, "mea; semper habēbunt
 tē coma, tē citharae, tē nostrae, laure, pharetrae.
 tū ducibus Latīis aderis, cum laeta Triumphum 560
 vox canet et vīsēt longās Capitōlia pompās;
 postibus Augustīs eadem fīdissima custōs
 ante forēs stābis mediamque tuēbere quercum.
 utque meum intonsīs caput est iuvenāle capillīs,
 tū quoque perpetuōs semper gere frondis honōrēs." 565

(Ovid, *Metamorphoses* I.553–565)

stīpes, stīpitis (m): trunk of a tree

pharetra, -ae (f): quiver

2. Quid fit puella quam Phoebus persequitur?
 - A. arbor
 - B. custōs
 - C. flūmen
 - D. coniunx
3. Based on the passage, it is most likely that Phoebus will:
 - A. seek magical means to help the girl revert to her true form.
 - B. start and wage a war over the girl.
 - C. cherish and respect the memory of the girl.
 - D. make the girl his wife.

Section 2: Sample Questions

4. Which of the following stylistic features is found in the phrase *tē coma, tē citharae, tē nostrae, laure, pharetrae* (line 559)?
- A. chiasmus
 - B. antithesis
 - C. onomatopoeia
 - D. anaphora
5. Which of the following is the best literal translation of the phrase *complexusque suis rāmōs, ut membra, lacertīs oscula dat lignō* (lines 555–556)?
- A. and with his arms he embraced her branches as limbs so that he could give kisses to the wood
 - B. he embraced her branches as limbs with his arms and he gives kisses to the wood
 - C. and having embraced her branches as limbs with his arms he gives kisses to the wood
 - D. and so that he could embrace with his arms her branches as limbs he gives kisses to the wood
6. What is the case of *laure* (line 559)?
- A. nominative
 - B. dative
 - C. ablative
 - D. vocative
7. The verb form *amat* is to *amet* as the verb form *scrībit* is to:
- A. *scrībet*.
 - B. *scrīberet*.
 - C. *scrībat*.
 - D. *scrībēbat*.

Section 2: Sample Questions

8. In line 561, the word *Capitōlia* refers to:
- A. a hill of Rome.
 - B. a political party.
 - C. a theater.
 - D. a tribe of Italy.
9. In English, the phrase *to rest on one's laurels* means to:
- A. dream about a lost love.
 - B. celebrate a personal victory.
 - C. live on past accomplishments.
 - D. appreciate the beauty of nature.
10. *Laurus* is to Apollo as *quercus* is to:
- A. Pluto.
 - B. Neptune.
 - C. Minerva.
 - D. Jupiter.

Section 2: Sample Questions

ANNOTATED ANSWER KEY

For question	The correct response is	Reason	Test Objective
1	D	A teacher making this request is asking a student to read slowly. Therefore, the teacher would most likely make this request of a student who is reading aloud at a fast pace.	0005
2	A	In lines 557–58, Phoebus tells Daphne "but, since you are not able to be my wife, you will surely be my tree (<i>arbor</i>)." Additional words in the passage that point to Daphne's transformation into a tree are: <i>stīpīte</i> (trunk of a tree), <i>cortice</i> (bark), <i>rāmōs</i> (branches), and <i>lignō/lignum</i> (wood).	0001
3	C	Phoebus will cherish and respect the memory of the girl by hereafter identifying himself with the laurel tree. He will decorate his hair, lyre, and quiver with laurel leaves.	0002
4	D	Anaphora is the repetition of the same word or phrase at the beginning of successive clauses. Here, the word that is repeated is <i>tē</i> .	0003
5	C	The literal translation of the participle <i>complexus</i> is "having embraced." Here the word <i>ut</i> is followed by a verb in the indicative mood (<i>dat</i>) and so must be translated as "as" instead of as "so that."	0004
6	D	The vocative singular ending of second declension nouns ending in <i>-us</i> in the nominative singular is <i>-e</i> .	0006
7	C	<i>Amat</i> , which is in the present indicative mood, changes to <i>amet</i> in the present subjunctive mood. The present subjunctive form of <i>scrībit</i> is <i>scrībat</i> .	0006
8	A	<i>Capitōlia</i> refers to the Capitoline Hill in Rome, one of the seven hills that made up the city. The Latin <i>Triumphum</i> in line 560 and " <i>longās...pompās</i> " in line 561 refer to the triumphal processions of victorious generals that terminated at the top of the Capitoline Hill.	0007
9	C	Laurels, associated with the triumph (<i>Triumphum</i>) in lines 560–61, are a symbol of victory or accomplishment. To rest on them is to be satisfied with past victories and not to strive for further victories or accomplishments.	0008
10	D	Just as the Romans associated Apollo with the laurel tree (<i>laurus</i>), they connected Jupiter to the oak tree (<i>quercus</i>). This connection derived from the ancient Greeks' association of the god Zeus (Jupiter for the Romans) with an oracular oak tree at Dodona.	0010







SECTION 3

SAMPLE CONSTRUCTED-RESPONSE ASSIGNMENTS

This section of the Georgia Assessments for the Certification of Educators® (GACE®) Preparation Guide is designed to assist you in responding to the constructed-response assignments on the test. Included in this section are:

- ▶ Constructed-response assignment directions
- ▶ Sample constructed-response assignments
- ▶ An assignment response sheet (for Assignment One only)
- ▶ An example of a strong response to the sample written assignment (Assignment One) and a description of a strong response to the sample oral reading assignment (Assignment Two)
- ▶ Scoring criteria that will be used in evaluating your response to each assignment

For each sample assignment, you may want to take the following steps to prepare for the test:

-  Review the constructed-response assignment directions.
-  Print the assignment.
-  For Assignment One, print the assignment response sheet and use it to record your response. The assignment response sheet reflects the amount of space available on an actual test.
-  After you complete the assignment, review the scoring criteria and the sample strong response (for Assignment One) or the strong response description (for Assignment Two).

CONSTRUCTED-RESPONSE ASSIGNMENT DIRECTIONS FOR ASSIGNMENT ONE

A sample of the directions for the written assignment is shown in the box below.

CONSTRUCTED-RESPONSE ASSIGNMENT DIRECTIONS

This section of the test contains a constructed-response assignment for which you are to prepare a written response of up to one page and record it in the area provided on the Assignment 1 Response Sheet in your answer document.

Read the assignment carefully before you begin to write. Think about how you will organize what you plan to write. You may use any blank space provided in this test booklet following the assignment to make notes, write an outline, or otherwise prepare your response. ***However, your final response must be written on the Assignment 1 Response Sheet in your answer document.***

Your response will be evaluated based on the following criteria:

- **Purpose:** The extent to which the response fulfills the purpose of the assignment in relation to relevant GACE framework objectives
- **Application of Content Knowledge and Skills:** The extent to which the response accurately and effectively applies content knowledge and skills in relation to relevant GACE framework objectives
- **Supporting Evidence:** The extent to which the response includes appropriate, specific supporting evidence of content knowledge and skills in relation to relevant GACE framework objectives

Evaluation of your response will be based on the criteria above, not on your writing ability. However, your response must be communicated clearly enough to permit a valid judgment of your knowledge and skills. Your response should be written for an audience of educators in the field.

Your response should be your original work, written in your own words, and not copied or paraphrased from some other work. Please write legibly. You may not use any reference materials during the test. Remember to review your work and make any changes you think will improve your response.

The selected-response section of the answer document containing your name will be removed from your written response to maintain your anonymity during the scoring process. Do not write your name on any other portion of the answer document, and do not separate any of the sheets from the document.

Please turn the page and begin the constructed-response assignment section of the test.

CONSTRUCTED-RESPONSE ASSIGNMENT ONE

■ Sample Constructed-Response Assignment One

Use the information below to complete the assignment that follows.

The long reign of Augustus (31 B.C.E.–14 C.E.) was a period of great stability and prosperity in the Roman world. Using your knowledge of Roman history and culture, write a response in which you:

- briefly describe one major achievement or event in Roman society during the reign of Augustus; and
- explain how this achievement or event influenced the development of the Roman world.

■ Strong Response to Sample Constructed-Response Assignment One

Augustus boasted that he found Rome a city of clay and left it a city of marble. His monumental, unprecedented building program transformed the city from one almost ruined by years of civil war to a new height of civilized living. By using materials like stone and marble, he made Rome bright, white, clean, and orderly. Buildings included a new forum, temples, a theatre, baths, porticoes, and garden. He also expanded the system of aqueducts that brought clean water to public baths and fountains. In addition, Augustus established cohorts to care for the city-cadres of men who fought fires, maintained water and sewer systems, and policed the streets day and night.

These improvements influenced the development of the Roman world by enhancing individual citizens' views of themselves and their society, thereby transforming the Roman world, over time, into a civilization. Rather than reflecting life as a state of war and marginal existence, the city's new structures supported Augustus' ideology that life should include peace, stability, health, rest, and reflection. Although one cannot credit the reconstruction of the city to Augustus alone, his efforts in this achievement did contribute significantly to his reputation as a "good emperor," and to the peace and prosperity that lasted into the next century.

Section 3: Sample Constructed-Response Assignments

CRITERIA FOR SCORING YOUR RESPONSE TO ASSIGNMENT ONE

Your response will be evaluated based on the following criteria.

PURPOSE	The extent to which the response fulfills the purpose of the assignment in relation to relevant GACE framework objectives
APPLICATION OF CONTENT KNOWLEDGE AND SKILLS	The extent to which the response accurately and effectively applies content knowledge and skills in relation to relevant GACE framework objectives
SUPPORTING EVIDENCE	The extent to which the response includes appropriate, specific supporting evidence of content knowledge and skills in relation to relevant GACE framework objectives

Your response is rated on a three-point scale. The three score points of the score scale correspond to varying degrees of performance that are related to the above criteria.

Score	Description
3	<p>The "3" response reflects thorough understanding of relevant content knowledge and skills as defined in relevant GACE framework objectives.</p> <ul style="list-style-type: none">• The response fully achieves the purpose of the assignment.• The response demonstrates an accurate and effective application of relevant content knowledge and skills.• The response provides appropriate, specific supporting evidence of relevant content knowledge and skills.
2	<p>The "2" response reflects general understanding of relevant content knowledge and skills as defined in relevant GACE framework objectives.</p> <ul style="list-style-type: none">• The response largely achieves the purpose of the assignment.• The response demonstrates a generally accurate, generally effective application of relevant content knowledge and skills.• The response provides some appropriate and general supporting evidence of relevant content knowledge and skills.
1	<p>The "1" response reflects limited or no understanding of relevant content knowledge and skills as defined in relevant GACE framework objectives.</p> <ul style="list-style-type: none">• The response partially achieves or fails to achieve the purpose of the assignment.• The response demonstrates limited, inaccurate, and/or ineffective application of relevant content knowledge and skills.• The response provides limited or no appropriate, specific supporting evidence of relevant content knowledge and skills.

Please note: A response that is unrelated to the assigned topic, illegible, not primarily in the target language, or lacking a sufficient amount of original work to score will be considered **unscorable**. If there is no response to the assignment, then the response will be considered **blank**.

CONSTRUCTED-RESPONSE ASSIGNMENT DIRECTIONS FOR ASSIGNMENT TWO

A sample of the directions for the oral reading assignment is shown in the box below.

CONSTRUCTED-RESPONSE ASSIGNMENT DIRECTIONS

For this section of the test, you will read aloud onto an audiotape a Latin passage that is printed in your test booklet. You will have ten 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:** Accuracy and consistency in the articulation of individual sounds and words
- **PHRASING:** Appropriateness of the grouping and phrasing of syntactic constructions and accuracy of the placement and duration of pauses
- **RHYTHM:** Appropriateness of rate and tone of speech in accordance with the sense of the text
- **FLUENCY:** Coherence and ease of expression
- **EXPRESSIVENESS:** Accuracy of comprehension of the meaning and 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 recording 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.

CONSTRUCTED-RESPONSE ASSIGNMENT TWO

■ Sample Constructed-Response Assignment Two

Read silently the passage below. You will have ten minutes to practice reading the passage. Then, when you are told to do so, begin reading the passage aloud at a normal speed and with appropriate pronunciation. 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. Note elisions in your reading. You will be given a total of three minutes to complete your reading. You will be told when your three minutes are up. You may begin reading silently the passage now. You will be told when to begin reading aloud.

Multās per gentēs et multa per aequora uectus
adueniō hās miserās, frāter, ad inferiās,
ut tē postrēmō dōnārem mūnere mortis
et mūtā nēquīquam alloquerer cinerem,
quandōquidem fortūna mihi tētē abstulit ipsum,
heu miser indignē frāter adempte mihi,
nunc tamen intereā haec, priscō quae mōre parentum
trādita sunt tristī mūnere ad inferiās,
accipe frāternō multum mānantia flētū,
atque in perpetuum, frāter, avē atque ualē.

(Catullus 101)

■ **Strong Response to Sample Constructed-Response Assignment Two**

A strong response of the Latin passage read aloud would be an oral reading delivered with an awareness of the author's use of language, i.e., varying the vocal tone and rate of the reading to produce a spoken rhythm that matches the sense of the text. The reader would articulate words accurately and place the proper stress on syllables. The reader's phrasing would reflect an awareness of the grouping of words linked syntactically and semantically. The reader would pause the oral reading where appropriate. The oral reading would have few stumbles over words, and the passage would be read with a fluency and ease of expression that demonstrates an appreciation of the phrasing of sentences and clauses. There would be coherence in the reader's reading expression that reflects an accurate understanding of the meaning and expressed mood of the passage.

Section 3: Sample Constructed-Response Assignments

CRITERIA FOR SCORING YOUR RESPONSE TO ASSIGNMENT TWO

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

PRONUNCIATION	<ul style="list-style-type: none"> Accuracy and consistency in the articulation of individual sounds and words
PHRASING	<ul style="list-style-type: none"> Appropriateness of the grouping and phrasing of syntactic constructions Accuracy of the placement and duration of pauses
RHYTHM	<ul style="list-style-type: none"> Appropriateness of rate and tone of speech in accordance with the sense of the text
FLUENCY	<ul style="list-style-type: none"> Coherence and ease of expression
EXPRESSIVENESS	<ul style="list-style-type: none"> Accuracy of comprehension of the meaning and mood of the text

Your response is rated on a three-point scale. The three score points of the score scale correspond to varying degrees of performance that are related to the criteria on the previous page.

Score	Description
3	<p>The "3" response reflects strong command of oral reading as defined in relevant GACE framework objectives.</p> <ul style="list-style-type: none"> The candidate pronounces all words accurately and consistently, with proper syllabic stress. The candidate consistently groups words that are linked syntactically and semantically, pausing accurately in placement and duration. The candidate appropriately varies rate and vocal tone to produce a spoken rhythm that thoroughly matches the sense of the text. The candidate consistently demonstrates coherence and ease of expression, reading the text as whole phrases and clauses rather than as isolated words. The candidate demonstrates comprehension and expresses the meaning and mood of the text accurately.
2	<p>The "2" response reflects general command of oral reading as defined in relevant GACE framework objectives.</p> <ul style="list-style-type: none"> The candidate pronounces most words accurately and consistently, generally with proper syllabic stress, although word, syllable, and/or stress inaccuracies may be present. The candidate generally groups words that are linked syntactically and semantically; pauses generally are placed and timed accurately. The candidate generally varies rate and vocal tone to produce a spoken rhythm that matches much of the sense of the text. The candidate generally demonstrates coherence and ease of expression, reading much of the text as whole phrases and clauses, but may isolate a few words. The candidate generally demonstrates comprehension and an ability to express the meaning and mood of the text.
1	<p>The "1" response reflects limited or no command of oral reading as defined in relevant GACE framework objectives.</p> <ul style="list-style-type: none"> The candidate pronounces few or no words accurately or consistently, omits and/or confuses syllables, and places stress improperly. The candidate exhibits limited or no ability to group words that are linked syntactically and semantically; pauses are inaccurately placed and/or random. The candidate demonstrates limited or no ability to vary rate and vocal tone in accordance with the sense of the text. The candidate demonstrates limited or no coherence or ease of expression, reading the text as little more than isolated words. The candidate demonstrates limited or no comprehension or ability to express the meaning and mood of the text.

Please note: A response that is unrelated to the assigned topic, unintelligible or inaudible, not primarily in the target language, or lacking a sufficient amount of original work to score will be considered **unscorable**. If there is no response to the assignment, then the response will be considered **blank**.