

**STAGE I:
MODEL ASSESSMENTS
FOR LATIN
GRADES 6-8**

Communication

Standards for Classical Language Learning: Students use orally, listen to, and write Latin or Greek as part of the language learning process. (Standard 1.2)

Expectation #1: Initiate and sustain spoken and written communication by providing and obtaining factual information, expressing feelings and emotions, and exchanging opinions.

Benchmark: Ask and answer questions about topics such as family, school events, celebrations, in person or via letters, e-mail, audio- or video-tapes.

Stage I (6-8)

Mode(s) of Communication: Interpersonal (writing)

Description: Given a simple English prompt, your students will reply appropriately with one of the following Latin responses:

Eugepae – Hurray! Nice Going!

Mediocriter – So-so

Optime! – well done!

Agape! – Yuck!

Bene! – You've got it!

Aurrige aures! – Open your ears!

Pax! – Hush! Stop it!

Quid agis? – What's going on?

Prompt: Listen to the following descriptions of a situation. Then write down the most appropriate response to that situation. You may use each response more than once.

Someone asks you how you did on a test you just failed.

Someone asks you how you did on a test you just got a C on.

Someone asks you how you did on a test you just got a A on.

You have been explaining the genitive case over and over to someone who finally shows s/he understands.

You are telling a funny story, but a friend keeps interrupting you.

Your little brother has been asking dozens of questions.

A friend just told you she has been chosen for the Honor Society!

One of your friends looks very sad.

You see something really gross.

Your father increases your allowance.

Grading: Use a basic point system. 70% is necessary to pass.

Communication

Standards for Classical Language Learning: Students demonstrate knowledge of the geography of the ancient world and connect it to the modern world. (Standard 3.2)

Expectation #1: Initiate and sustain spoken or written communication by providing and obtaining factual information, express feelings and emotions, and exchange opinions.

Benchmark: Ask and answer questions about topics such as family, school, events, and celebrations.

Stage I (6-8)

Mode(s) of Communication: Interpretive (listening)

Description: Your students have studied a map, learning the names of the places and the appropriate category for the nouns.

<u>PATRIA</u>	<u>URBS</u>	<u>INSULA</u>
<i>Britannia</i>	<i>Londinium</i>	<i>Britannia</i>
<i>Hispania</i>	<i>Roma</i>	<i>Sicilia</i>
<i>Gallia</i>	<i>Troia</i>	<i>Creta</i>
<i>Germania</i>	<i>Alexandria</i>	
<i>Italia</i>		
<i>Aegyptus</i>		

Questions: *Ubi...? Quid est...? Estne...?*

Students should have practiced forming and answering questions about the list above prior to the assessment. You can include in the list any specific region being studied in your classroom. Show students a blank map for the assessment.

Sample Questions

Ubi est Creta? Student points to Crete.

Quid est Creta? Creta est insula.

Estne Hispania insula? Hispania non est insula.

Quid est Hispania? Hispania est patria.

Prompt: Listen to the following questions and respond with an appropriate answer. You may reply or point to the map.

Grading: Your students must answer 5 questions correctly to pass.

Communication

Standards for Classical Language Learning: Students read, understand, and interpret Latin or Greek. (Standard 1.1)

Expectation #4: For students of Latin and Greek, read, understand, and interpret authentic texts (e.g., Vergil and Cicero).

Benchmark: Demonstrate reading comprehension by answering simple questions in Latin, Greek, or English about short passages in Latin or Greek.

Stage I (6-8)

Mode(s) of Communication: Interpretive (reading)

Description: Your students will read four short paragraphs in which Roman children describe themselves and their reactions to a gladiator show. Students will answer questions about what they have read to show they understand. If you wish to use this as a diagnostic tool, the students could be asked to write down the Latin words from which they derived their answer.

Prompt:

Festival Day

Four Roman youths are going to a festival today. Read the following paragraphs about the young people as they talk about themselves, their family, and how they feel about going to the festival. Then answer the questions that follow.

Aurelia

Salve! Nomen mihi est Aurelia, et sunt mihi septem anni. Habito Romae cum familia mea, patre et matre, fratribus Sexto et Septimo, et sorore Iulia. In villa nostra cum matre laboro. Saepe ancillas quae cibum parant specto. Hodie ad ludum imus. Dies est calidus, et prope fluvium ambulare volo. Fratres mei ludum videre volunt, et mox domum redire potero.

Publius

Sum Publius, et pater meus est senator Romanus. Sunt mihi quindecim anni. Quod pater meus est senator, saepe cum civibus claris cenamus. Mea mater est mortua, sed meus frater solus nobiscum habitat. Nullas sorores habeo. Hodie ego et frater et pater ad ludum imus, quod ludos valde amamus.

Claudia

Libros legere amo! Pater meus in cubiculo meo fabulas optimas semper legit. Mea soror libros non amat, sed ludere semper vult. Est mihi et ei sedecim annos. Cum fratribus duobus fabulas de deis Romanis et Graecis lego. Sed hodie de deis audire non possum. Hodie ad ludum ire debeo, et gladiatores specto. Mihi non placet.

Marcus

in Campania multos annos habitavimus. Hodie ad urbem Romam imus, quod ludus incipit. Iter est longum, sed amphitheatrum et gladiatores videre volo. Cras ex urbe exibimus, quod necesse est nobis redire et laborare.

Write the name of the Roman who best fits each question:

Who has the largest family? _____

Who is the oldest of the four? _____

Who is likely to enjoy the activity today the most? _____

Who is likely to enjoy the day the least? _____

Who tells us s/he had to travel to reach the festival? _____

Who is likely to be the best student? _____

Who will be leaving Rome? _____

Grading: Students must achieve 5-7 correct answers to pass. You may write more questions for these examples or add an example of your own.

Cultures and Comparisons

Standards for Classical Language Learning: Students demonstrate an understanding of the perspectives of Greek and Roman culture as revealed in the products of the Greeks or Romans. (Standard 2.2)

Expectation #5: Demonstrate an understanding of commonly accepted behaviors, beliefs, and points of view of the target language culture, and compare them with their own.

Benchmark: Observe, identify, or discuss simple patterns of behavior in various familiar settings of the cultures studied, such as school, family, and community, and compare them with their own.

Stage I (6-8)

Mode(s) of Communication: Interpretive (reading)

Description: Your students have learned the names of different occupations and the products made or sold by these people. Given the following sentences, your students will identify the occupation by the product sold or produced, or the service provided.

Prompt: Read the following Latin sentences and fill in the correct title for the person speaking.

- a. *servos vendo.* _____ *sum*
- b. *carmina et versus scribo.* _____ *sum.*
- c. *in scaena theatri laboro.* _____ *sum.*
- d. *in navi laboro.* _____ *sum.*
- e. *panem facio et vendo.* _____ *sum.*
- f. *bestias aut viros in arena pugno.* _____ *sum*
- g. *tabellas et picturas pingo.* _____ *sum*
- h. *vaccas tendo et lac vendo.* _____ *sum.*
- i. *Aegros curo et eis remedia do.* _____ *sum.*
- j. *Capillos et barbas tondeo.* _____ *sum.*

ANSWERS:

- a. *venalicius*
- b. *poeta*
- c. *actor*
- d. *nauta*
- e. *pistor*
- f. *gladiator*
- g. *pictor*
- h. *agricola*
- i. *medicus*
- j. *tonsor*

Grading: You may change this list or number of questions to reflect what your students have been taught. Students must score 70% to pass.

Cultures and Comparisons

Standards for Classical Language Learning: Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the practices of the Greeks or Romans. (Standard 2.1)

Expectation #6: Apply knowledge of the target language cultures to explain the relationship between their products and perspectives and compare them with those of their own.

Benchmark: Identify and describe tangible cultural products such as toys, clothing, types of dwelling, and foods, and compare them with those of their own.

Stage I (6-8)

Mode(s) of Communication: Interpretive (reading)

Description: Your students will identify items associated with a Roman child's life. Prior to the assessment, students should have learned terms for items which pertain to a child's life. Students will also have examined the importance of the items and discussed whether or not comparable items exist in their own lives.

Prompt: Read each of the following Latin sentences about a Roman child's life. Place an X next to V (*verum*) if the sentence is true. Place an X next to F (*falsum*) if the sentence is false, then change the underlined word so that the sentence is correct. See attached worksheet.

Grading: Two points each; 1 point for the true/false, and 1 point for the correct Latin reply, for a total of 20 points. 16 points are necessary to pass.

1. *Puellae semper tunicam gerunt.*

_____ V

_____ F _____

2. *Liberi in larario cenant.*

_____ V

_____ F _____

3. *Pueri lectos legunt.*

_____ V

_____ F _____

4. *Liberi saepe pila et pupis ludunt.*

_____ V

_____ F _____

5. *In ludo, pueri in tabella scribunt.*

_____ V

_____ F _____

6. *Pueri togam virilem gerunt.*

_____ V

_____ F _____

7. *Liberi stilo scribunt.*

_____ V

_____ F _____

6. *Paedagogus pueros docet.*

_____ V

_____ F _____

9. *Pueri bullam gerunt.*

_____ V

_____ F _____

10. *Liberi linguam Latinam et linguam Graecam in ludo discunt.*

_____ V

_____ F _____

Cultures and Comparisons

Standards for Classical Language Learning: Students recognize and use elements of Latin or Greek language to increase knowledge of their own language. (Standard 4.1)

Expectation #9: Demonstrate an understanding of basic similarities and differences between their own language and culture and the target language and culture.

Benchmark: Describe the differences and similarities between the sound and writing systems of their own language and the target language.

Stage I (6-8)

Mode(s) of Communication: Interpretive (reading)

Description: Your students will look at two versions of the same sentence, one in Latin, the other English. They will then be asked to recognize differences and similarities between Latin and English by responding to ten sentences about the samples. The students will identify D (*dissimilis*) or S (*similis*) for the sentences.

Prompt: Compare the Latin and English sentences below. Read the ten statements about the two samples. If the statement is commenting on what is similar in the sentences, place S (Latin for *similis*) in the blank before the statement. If the statement is pointing out a difference between the sentences, place D (Latin for *dissimilis*) in the blank.

Grading: Award 10 points for each correct answer. 100% - 90% is *optime*, 80% - 70% is *bene*, and 60% - 50% is *bona*.

Worksheet

The angry teacher gave a lot of work to the tired students.

magister iratus multum laborem discipulis defessis dedit.

ANSWERS

- | | |
|---|--------------------|
| 1. The word order in the two sentences is... | 1. D (dissimilis) |
| 2. There are articles in both sentences. | 2. D (dissimilis) |
| 3. Both sentences have nouns modified by adjectives. | 3. S (similis) |
| 4. Adjectives come before their nouns. | 4. D (dissimilis) |
| 5. The verb usually ends the sentence. | 5. D (dissimilis) |
| 6. Capitalization is the same in both sentences. | 6. D (dissimilis) |
| 7. The ending on the verb reflects the subject. | 7. D (dissimilis) |
| 8. Verbs have tense and show time. | 8. S (similis) |
| 9. Adjectives change endings to agree with their nouns. | 9. D (dissimilis) |
| 10. Nouns can have as many as 10 endings. | 10. D (dissimilis) |

Connections and Communities

Standards for Classical Language Learning: Students use their knowledge of Latin or Greek in a multilingual world. (Standard 5.1)

Expectation #15: Use target language beyond school setting.

Benchmark: Students communicate on a personal level with speakers of the target language via letters, e-mail, audio and videotapes.

Stage I (6-8)

Mode(s) Communication: Presentational (speaking)

Description: This is an exercise in which your student will communicate with key pals in another grade or another school. Prior to this activity, you need to have made contact with the other teacher to discuss common vocabulary, topics, timeline, and grading procedures. Students are paired up with key pals and then asked to complete an inventory of interests. The information would be sent electronically to the key pal as well as to you. Students will then share with their classmates the biographical information about their new key pals; this presentation could be done in either Latin or English.

Prompt: Present to the class information you have learned about a Latin student in another school. You will be assigned a key pal, whom you are to interview about his/her life, family, interests, and school. Then share this information with your teacher and the rest of your class. Use the following questions to guide your interview.

1. quid est tibi nomen?
2. ubi habitas?
3. habesne fratrem?
4. habesne sororem?
5. habesne canem?
6. habesne felem?
7. quid edere amas?
8. quid agere amas?
9. amasne scholam?
10. quid agis hodie?

If you make questions of your own, have your teacher approve them before sending them. Send your questions electronically to your key pal and your teacher. Compile the responses into a biography in Latin about your key pal for a class presentation.

Grading: Use the oral presentation rubric.