

**STAGE I:  
MODEL ASSESSMENTS  
FOR LATIN  
GRADES 9-12**

## 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 knowledge of vocabulary, basic inflectional systems, and syntax appropriate to their reading level.

### Stage I (9-12)

**Mode(s) of Communication:** Interpretive (reading)

**Description:** Your students will be asked to look at an epigram by Martial and answer questions about basic vocabulary, endings, and grammar concepts.

**Prompt:** Read over the following poem by the poet Martial. It is about a woman named Aelia, who has a problem. After you have read the poem, answer the following questions:

*Si memini, fuerant tibi quattuor, Aelia, dentes;  
Expulit una duos tussis et una duos.  
Jam securo potes totis tussis tussire diebus:  
Nil istic quod agat tertia tussis habet.*

If you remember, Aelia, you had four teeth;  
One cough expelled two teeth, another cough two more.  
Now you are able to cough throughout many days:  
Since the third cough would spit out nothing.

1. How many teeth did Aelia have at the beginning of the poem? (four)
2. What word, in Latin, tells you how many teeth she had? (*quattuor*)
3. What is the Latin word for 'teeth'? (*dentes*)
4. What is the name of a person who cares for teeth? (dentist)
5. What does the Latin word *una* mean? (one)
6. *quot dentes Aelia fuerant?* (*quattuor*)
7. *quot dentes Aelia hoc tempore habet?* (*nil*)
8. *quid tertia tussis expellere potest?* (*nil*)
9. *quam diu potest Aelia jam tussire?* (because she has no teeth left!)
10. What do you think the last word of the poem, *habet*, means? (has)

**Grading:** Use a basic point system: 10 correct is *optime*, 9-8 is *bene*, 7-6 is *bona*.

## Cultures and Comparisons

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

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

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

### Stage I (9-12)

**Mode(s) of Communication:** Interpretive (reading)

**Description:** Your students have studied the occupations Romans might have had, and the locations of those professions. Given the prompt indicating a particular occupation, your students should fill in the location of the work place. Students must write the location in the correct case.

**Prompt:** Based on the sentence, you are to fill in the correct word to show where the person indicated works.

Example: *sum coquus. In \_\_\_\_\_ laboro.*

Answer: *in culina laboro.*

### Worksheet

- a. *sum agricola. In \_\_\_\_\_ laboro.*
- b. *Sum miles. In \_\_\_\_\_ laboro.*
- c. *Sum auriga. In \_\_\_\_\_ laboro.*
- d. *Sum senator. In \_\_\_\_\_ laboro.*
- e. *Sum servus. In \_\_\_\_\_ laboro.*
- f. *Sum magister. In \_\_\_\_\_ laboro.*
- g. *Sum mercator. In \_\_\_\_\_ laboro.*
- h. *Sum nauta. In \_\_\_\_\_ laboro.*
- i. *Sum sacerdos. In \_\_\_\_\_ laboro.*
- j. *Sum actor. In \_\_\_\_\_ laboro.*

Answers:

- a. *in agro/agris*
- b. *in castris*
- c. *in circo*
- d. *in curia*

- e. *in horto*
- f. *in ludo*
- g. *in macello*
- h. *in mari*
- i. *in templo*
- j. *in theatro*

**Grading:** Students must answer 70% correctly to pass. You can adapt this assessment to specific lessons you have taught.

## Cultures and Comparisons

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

**Expectation #7:** Analyze and explain the significance of various literary genres, media, crafts, and the fine arts of the target language cultures.

**Benchmark:** Identify and discuss artwork, crafts, or media products enjoyed or made by their peer group within the culture studied.

### Stage I (9-12)

**Mode of Communication:** Presentational (speaking)

**Description:** Your students will explore the variety of art forms in Roman civilization. Students will select projects of interest from a list generated by the teacher. For example, they can perform an English adaptation of a Roman comedy by Plautus, they can copy mosaics from Pompeii, they can collect translations of Roman poems, or they can find examples of Roman sculpture dealing with a theme such as mythology.

**Prompt:** Find an example of Roman influence on the world of fine arts. Below is a list of ideas to get you started. You might research and present an adaptation of a Roman comedy by Plautus, research and copy a mosaic from the city of Pompeii, collect and comment on translations of five poems from Roman authors, or find and describe five examples of Roman sculpture addressing a theme such as mythological transformations. If you have other ideas you would like to explore, discuss them with your teacher. Then make a 3 – 5 minute presentation in English to the class; be creative and use visuals, props, and/or models to explain your project.

**Grading:** Use the oral presentation rubric (adapted) and the visuals and artwork rubric. Decide with the class any additional categories or emphases you would like to include on the rubric. Consideration should be given to neatness and accuracy of the project. Some teachers require students to do a short report in Latin in addition to the presentation.

## Cultures and Comparisons

**Standards for Classical Language Learning:** Students reinforce and further their knowledge of other disciplines through their study of classical languages. (Standard 3.1)

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

**Benchmark:** Demonstrate an awareness of the various ways of expressing ideas both in their own language and the target language.

### Stage I (9-12)

**Mode(s) of Communication:** Interpretive (reading)

**Description:** Your students have learned the Latin numbers and Roman numerals. This exercise asks students to recognize the numbers and numerals with some simple math.

**Prompt:** Look at the following math problems using Latin numbers and Roman numerals. Select the choice that best answers the question. (See the attached worksheet.)

**Grading:** Use a basic point system; 7 or more correct answers are necessary to pass.

1. Tres canes et quattuor feles sunt \_\_\_\_\_ animalia.
  - a. III b. IV c. V d. VII
2. Cornelia et Flavia et Aurelia sunt \_\_\_\_\_ puellae.
  - a. quinque b. quattuor c. tres d. duo

Quot pedes sunt equo?

  - a. duae b. quattuor c. sex d. octo
4. duodecim, quattuordecim, sedecim, -\_\_\_\_\_.
  - a. tredecim b. duodeviginti c. septendecim d. undeviginti
5. undecim plus sex sunt.....
  - a. septendecim b. sedecim c. septem d. quindecim
6. III plus XIV sunt .....
  - a. VII b. XVII c. XIX d. XII

7. undeviginti minus duodecim sunt.....

a. sex b. undecim c. viginti d. septem

8. Put in ascending order: X, M, D, V, C

9. quinque, decem, quindecim, \_\_\_\_\_

a. viginti b. tredecim c. quattuordecim d. duodecim

10. XII, XIV, XVI, \_\_\_\_\_

a. X b. XIII c. XVIII d. XX

## Comparisons and Connections

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

**Expectation #13:** Explain distinctive cultural and linguistic perspectives about information acquired in the target language.

**Benchmark:** Understand words and ideas that can only be grasped through the original language and cultures.

### Stage I (9-12)

**Mode(s) of Communication:** Interpretive (reading)

**Description:** After learning the meaning of Latin abbreviations, your students will read descriptions of settings and select the correct abbreviation that applies to the situation. (See the attached worksheet.)

**Prompt:** After reading each of the scenarios below, decide which abbreviation would best fit the situation. Each abbreviation should be used only once, and there are more abbreviations than situations.

**Grading:** Use a basic point system; 7 or more correct are needed to pass.

### Worksheet

etc. et al. b.i.d. N.B. ad lib. e.g. et seq. P.S. A.D. ibid. cf.

1. Your teacher is describing a difficult concept that will be on the test tomorrow. She wrote this abbreviation next to the problem to call your attention to it.
2. The doctor wants you to take the medication twice a day.
3. An author is listing other people who have done similar research.
4. You are writing to a friend and have a second thought after you finish.
5. The dictionary tells you to compare this word to another one.
6. You are referring to the rest of your friends who were at a school dance.
7. The report in English class was something you made up on the spot.
8. You are asked to give an example of a Romance language.

9. That quotation was from the same source as the one before it.
10. An index in a book refers to one page and the pages that follow it.