

**STAGE I:
MODEL ASSESSMENTS
FOR LATIN
GRADES K-5**

Communication

Standards for Classical Language Learning: Students use orally, listen to, and write Latin or Greek as a 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: Students respond appropriately to simple questions, statements, commands, or non-verbal stimuli.

Stage I (K-5)

Mode(s) of Communication: Interpretive (listening)

Description: Your students have learned basic classroom command words and the names of basic items. Examples:

*pone, da, sume, aperi, claude,
pila, liber, stilus, ianua, fenestra, sella
in mensa, in manu
mihi, tibi, ei*

This can be modified to fit whatever vocabulary your students have learned, such as food or shapes, and can include numbers (*duo libri*).

You will need to write phrases on cards, which combine the material to be tested. Each student will draw a card and read it to another student, who then performs the action. Any method can be used to select students to read and perform, but each student should be given the chance to do both. The activity is best used to assess students' ability to follow directions. The activity can be repeated so students can have more than one opportunity to respond.

Prompt: It's your chance to be bossy and practice your Latin! Choose a card with a basic Latin command on it. Then read the command to another student who performs the corresponding action. Then switch roles; you will perform the command that your partner reads to you.

Grading: The student performing the action is being assessed, although feedback to the student reading the command can also be given.

There are two parts to the assessment: 1) action (*sume, pone, da*), and 2) the object (*sella, stilus, mensa*). There are also directional items (*mihi, in mensa, ad fenestram*).

If students get all three parts, they score a 5; if they get two parts they earn a 3; and if they miss it entirely they receive no points. They could also receive *optime/bene/male* instead of points.

Communication

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

Expectation #3: Present information and ideas on topics familiar to the presenter to general audiences of listeners and readers.

Benchmark: Prepare illustrated stories about activities or events in their environment and share these stories and events with an audience such as the class.

Stage I (K-5)

Mode(s) of Communication: Presentational (writing)

Description: Prior to the assessment, your students have learned the names for family members. Students will also have completed a family tree depicting their immediate family (mother, father, brother, sister). Depending on the time of year and the concepts that have been taught, you can require students to use relative clauses or include adjectives. You can adapt the rubric to the changes in the assessment.

Prompt: Write and illustrate a story about your family. Include five sentences describing different members of your family. Anything written on your family tree is acceptable.

For example:

unum fratrem habeo.
mater mea est Barbara nomine.
sororem non habeo.
habeo tres avunculos.
pater meus est magister.

Grading: Use the visuals and artwork rubric to grade the family tree. Use the holistic writing rubric to grade the descriptions.

Communication

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Expectation #3: Present information and ideas on topics familiar to the presenter to general audiences of listeners and readers.

Benchmark: Dramatize songs, poetry, or short personal stories commonly known by peers in the target culture for an appropriate audience.

Stage I (K-5)

Mode(s) of Communication: Presentational (speaking)

Description: Your students are to make a tape of themselves reading the following passage. Students should have read through the passage to make sure they comprehend the details and rehearse the passage before recording themselves.

Prompt: Part of learning any language is learning to say the words correctly. In order to practice your pronunciation, read the following Latin paragraph out loud, paying special attention to the way the words sound and what they mean.

Postquam populus Romanus Tarquinius Superbum ex urbe expellit, Tarquinius ipse ad Lartem Porsennam perfugit. Porsenna enim est rex Clusii, oppidi Etrusci. Tarquinius auxilium ab eo petit. Porsenna ipse igitur maximum exercitum comparat et eum contra Romam adducit. Mox Etrusci occupant Ianiculum ipsum. Unus pons solus trans Tiberim separat Ianiculum ab urbe. Etrusci hoc ponte

Grading: Use the oral presentation rubric modified to place main focus on pronunciation.

Communication

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

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

Benchmark: Demonstrate knowledge of vocabulary, basic inflectional systems, and syntax appropriate to their reading level.

Stage I (K-5)

Mode(s) of Communication: Interpretive (reading)

Description: You will have cards with a variety of words on them that the students have mastered. Your students will be asked to choose a category of words, and select at least five cards with words on them that belong to that category.

Here is a sample of the types of groups you can make:

<u>Family</u>	<u>Animals</u>	<u>House</u>	<u>Food</u>
<i>mater</i>	<i>canis</i>	<i>cubiculum</i>	<i>panis</i>
<i>pater</i>	<i>avis</i>	<i>culina</i>	<i>malum</i>
<i>soror</i>	<i>bos</i>	<i>ostium</i>	<i>piscis</i>
<i>frater</i>	<i>equus</i>	<i>fenestra</i>	<i>pirum</i>
<i>filius</i>	<i>felis</i>	<i>hortus</i>	<i>ovum</i>
<i>avus</i>	<i>formica</i>	<i>piscina</i>	<i>lac</i>
<i>avia</i>	<i>leo</i>	<i>lectus</i>	<i>aqua</i>

Prompt: It is your time to show off all that you have learned in class. Show how well you have mastered the words on these cards by doing the following things: 1) choose a category of words; 2) choose five cards with words that fit that category. Follow these steps for three groups of words.

Grading: Your students must form three complete groups to receive a passing grade.

Cultures and Comparisons

Standards for Classical Language Learning: Students compare and contrast their own culture with that of the Greco-Roman world. (Standard 4.2)

Expectation #5: Demonstrate an understanding of commonly accepted behaviors, beliefs, and points of view of the target 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 (K-5)

Mode(s) of Communication: Interpretive (reading)

Description: Prior to the assessment, discuss with students information on Roman schools and education. Brainstorm with them about similarities and differences between schools of Roman times and U.S. schools today. Work with vocabulary related to schools and education, having students generate a list.

Prompt: You have been learning about Roman schools and their educational system, comparing them to your own. Look at the following sentences about Roman schools and decide whether they are true or false. The first four sentences are in Latin, and the next four are in English. In the blank, you are to place a V for *Verum* (True) or F for *Falsum* (False).

Grading: Students must achieve at least 6 out of 8 to pass.

In the blank, place a V for *Verum* (True) or F for *Falsum* (False)

1. _____ *magistri Romani erant servi.*
2. _____ *primus magister erat grammaticus.*
3. _____ *puellae semper ad ludum ibant.*
4. _____ *paedagogus liberos ad ludum duxit.*
5. _____ Children were required to attend school.
6. _____ Students learned both Latin and Greek.
7. _____ Teachers were allowed to beat children
8. _____ Students wrote their practice lessons on papyrus.

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, clothes, types of dwellings, and foods, and compare them with those of their own.

Stage 1 (K – 5)

Mode(s) of Communication: Interpersonal (speaking)

Description: Work with students on a vocabulary set such as food items, animals/pets, activities, school subjects, etc. Ask students to identify images of the items using the appropriate Latin terms and have them compare the items with similar items in their own culture. Then teach students the construction “... mihi placet” and review nominative forms of simple nouns such as:

<i>arbor</i>	<i>aqua</i>	<i>casa</i>	<i>canis</i>
<i>cibus</i>	<i>equus</i>	<i>fabula</i>	<i>familia</i>
<i>feles</i>	<i>frater</i>	<i>liber</i>	<i>mater</i>
<i>pater</i>	<i>schola</i>	<i>soror</i>	<i>ursa</i>

Then break students into groups of two, giving them pictures of the items from antiquity and items from the present. One student will hold up pictures of the two items, saying “*quid tibi placet?*” The other student will identify which item s/he likes using the construction “..... *mihi placet.*” Students should then say why they like the item using vocabulary to express likes and dislikes.

Prompt: Think about how young people in Rome may have expressed their likes and dislikes. Then look at pictures of items from Roman culture that your teacher shows to you. How do they compare to similar items from your own culture? Then, with a partner, you will look at items from both cultures. Your partner will begin by holding up pictures of the two items, saying, “*quid tibi placet.*” You will identify which item you like using the construction “..... *mihi placet.*” Be prepared to say why you like the item. Then switch roles.

Grading: Use the holistic speaking rubric. This exercise is used to reinforce vocabulary and the fact that Latin can be used as a means of real communication; therefore, focus on the student’s command of vocabulary and comprehension.

Connections and Communities

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

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 (K-5)

Mode(s) of Communication: Interpretive (reading)

Description: Your students will match Latin phrases to a description of a situation. As a variation you can write scenarios for the phrases that your students have studied. Students can also write their own scenarios for various phrases while the other students guess which phrase would be appropriate.

Prompt: The following phrases are Latin phrases used in English. Place the correct Latin phrase after the situation to which it applies. Each phrase is used only once.

persona non grata
e pluribus unum
sine qua non
ad libitum

caveat emptor
quid pro quo
pax vobiscum

1. A friend asks for your help in math. You agree to help as long as she helps you with your science project.
2. All of your friends work together to put on a party for another friend.
3. You go to the store and are charged too much for a CD.
4. A friend has said something mean about you. The next time you see him you do not even want to talk to him.
5. You are leaving a friend whom you will not see for quite a while.
6. When you come to school, you need your plan book.
7. During the summer, you can go to the pool as long as you like.

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