



Massachusetts Tests for Educator Licensure[®]

TEST INFORMATION BOOKLET

**15 Latin and
Classical Humanities**

MA-SG-FLD015-04

Massachusetts Department of Education

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Latin and Classical Humanities (Field 15)

Test Overview Chart

Sample Test Directions and Test Items

Answer Key

Information on Scoring

Test Objectives

***Test Overview Chart:
Latin and Classical Humanities (15)***

Subareas	Approximate Number of Multiple-Choice Items	Number of Open-Response Items
I. Reading Comprehension and Appreciation	19–21	2
II. Language Structures and Applied Linguistics	19–21	
III. Cultural Understanding	14–16	

The Latin and Classical Humanities test is designed to assess the candidate's knowledge of the subject matter required for the Massachusetts Latin and Classical Humanities Teacher certificate. This subject matter knowledge is delineated in the Massachusetts Department of Education *Regulations for the Certification of Educational Personnel in Massachusetts* (April 1995), 603 C.M.R. 7.12, "Competencies for Specific Certificates," Section (16) (a) 2. "Competency I: Subject Matter Knowledge."

The Latin and Classical Humanities test assesses the candidate's proficiency and depth of understanding of the subject at the level required for a baccalaureate major, according to Massachusetts standards. Candidates are typically nearing completion of or have completed their undergraduate work when they take the test.

The multiple-choice items on the test cover the subareas as indicated in the chart above. The open-response items may relate to topics covered in Subareas I and III and will typically require breadth of understanding of the Latin and Classical Humanities field and the ability to relate concepts from different aspects of the field. Responses to the open-response items are expected to be appropriate and accurate in the application of subject knowledge, to provide high-quality and relevant supporting evidence, and to demonstrate a soundness of argument and understanding of the Latin and Classical Humanities field.

Sample Test Directions and Test Items: Latin and Classical Humanities (15)

Sample General Test Directions

This test booklet contains two sections: (1) a multiple-choice section and (2) an open-response item assignment section. You may complete the sections of the test in any order you choose. The directions for the open-response item assignments appear before that section.

Each question in the first section 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 sheet in the space that corresponds to the question number. Completely fill in the space having the same letter as the answer you have chosen. *Use only a No. 2 lead pencil.*

- Sample Question:
1. What is the capital of Massachusetts?
A. Worcester
B. New Bedford
C. Boston
D. Springfield

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

1. (A) (B) ● (D)

Try to answer all questions. In general, if you have some knowledge about a question, it is better to try to answer it. You will NOT be penalized for guessing. **You may use the margins of the test booklet for scratch paper, but only the answers that you record on your answer sheet will be scored.**

After you have completed a section, you may go on to the next section. You may go back and review your answers, but be sure you have answered all questions before raising your hand for dismissal.

FOR TEST SECURITY REASONS, YOU MAY NOT REMOVE YOUR NOTES OR ANY OF THE TEST MATERIALS FROM THE ROOM. Your test materials must be returned to a test administrator when you finish the test.

If you have any questions, please ask them now before beginning the test.



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

Use the passage below, in which Aeneas explains his reasons for leaving Carthage, to answer the two questions that follow.

mē sī fāta meīs paterentur¹ dūcere vītam
auspiciīs et sponte meā compōnere cūrās,
urbem Trōiānam primum dulcīsq̄ue meōrum
rēliquiās colerem, Priamī tecta alta manērent,
et recidīva manū posuissem Pergama victīs.

(Vergil, *Aeneid* 4)

¹**patior** = allow

1. In this passage, the mood of the speaker could best be described as:
 - A. confused.
 - B. frightened.
 - C. angry.
 - D. resigned.
2. In this passage, the verb forms *paterentur*, *colerem*, and *manērent* in the conditional sentence all apply to a situation that refers to the:
 - A. present and is contrary to fact.
 - B. future and is likely to occur.
 - C. past and is contrary to fact.
 - D. future and is not likely to occur.

3. **Read the sentence below from Pliny's *Letters*; then select the response that is a correct translation.**

Librum tuum lēgī et, quam dīligentissimē potuī, adnotāvī quae commūtanda, quae eximenda arbitrārer.

- A. I have read your book as carefully as possible, and I noted what had been changed and what I thought had been deleted.
- B. I have read your book, and I have noted, as carefully as I could, what I thought ought to be changed and what ought to be deleted.
- C. I have read your book, and, as carefully as I was able, I believe I noted what was changed and what was deleted.
- D. I have been able to read your book rather carefully, and I noted what I thought should be changed and deleted.

4. Which form correctly completes this sentence?

Ad portum prōcessimus ut nāvēs Graecās _____.

- A. spectāmus
- B. spectēmus
- C. spectābāmus
- D. spectārēmus

5. Under which of the following Roman rulers was Britain annexed to the Roman Empire?

- A. Vespasian
- B. Gaius Caligula
- C. Claudius
- D. Julius Caesar

6. Which of the following groups was *not* permitted to hold elected office at any time during the Roman Republic?

- A. equitēs
- B. libertī
- C. optimātēs
- D. plēbēs

Description of Open-Response Items

The candidate is presented with two assignments, each requiring comprehension and interpretation of a passage of prose or poetry selected from Latin literature. For each passage, candidates are asked to prepare a written response in which they demonstrate literal and inferential comprehension of the passage and an understanding of its cultural and historical background. The assignment may require summarizing the content of the passage, inferring the author's implied attitude, relating details to the main theme of the passage, describing the historical and cultural context reflected in the passage, or analyzing the author's literary style and techniques. The response must be written in English.

Sample Directions for the Open-Response Item Assignments

This section of the test consists of two open-response item assignments that appear on the following pages. You will be asked to prepare a written response of approximately 300–600 words (2–3 pages) for each assignment. You should use your time to plan, write, review, and edit your response for each assignment. **You must write responses to both of the assignments. You must respond to the first assignment in Written Response Booklet B and to the second assignment in Written Response Booklet C.**

For each assignment, read the topic and directions carefully before you begin to work. Think about how you will organize your response. You may use any blank space in this test booklet to make notes, write an outline, or otherwise prepare your response. **However, your score will be based solely on the version of your response that is written in the written response booklet.**

As a whole, your response to each assignment must demonstrate an understanding of the knowledge and skills of the field. In your response to each assignment, you are expected to demonstrate the depth of your understanding of the subject area by applying your knowledge and skills rather than by merely reciting factual information.

Your response to each assignment will be evaluated based on the following criteria.

- **PURPOSE:** the extent to which the response achieves the purpose of the assignment
- **SUBJECT MATTER KNOWLEDGE:** appropriateness and accuracy in the application of subject knowledge
- **SUPPORT:** quality and relevance of supporting evidence
- **RATIONALE:** soundness of argument and degree of understanding of the subject area

The open-response item assignments are intended to assess subject knowledge and skills. Your responses must be communicated clearly enough to permit valid judgment of the evaluation criteria by scorers. Your responses should be written for an audience of educators in this field. The final version of each response should conform to the conventions of edited American English. Your responses should be your original work, written in your own words, and not copied or paraphrased from some other work.

Be sure to write about the assigned topics. 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 responses.

Write your response to the **first** assignment in **Written Response Booklet B**.

Write your response to the **second** assignment in **Written Response Booklet C**.

7. Read the following excerpt from Cicero's *De Officiis*. Then respond to the assignment below, supporting your points with references to the text.

Duplex est enim vīs animōrum atque nātūra: ūna pars in appetītū posita est, . . . quae hominem hūc et illūc rapit; altera, in ratiōne, quae docet et explānat quid faciendum fugiendumque sit. Ita fit ut ratiō praesit, appetītus obtemperet. Omnis enim actiō vacāre dēbet temeritāte et neglegentiā, nec vērō agere quidquam cuius nōn possit causam probābilem reddere; haec est enim ferē discriptio officiī. Efficiendum autem est ut appetītūs ratiōnī oboediant eamque neque praecurrant nec propter pigritiam aut ignāviam dēserant, sintque tranquillī atque omnī animī perturbātiōne careant; ex quō elūcēbit omnis cōnstantia omnisque moderātiō. Nam quī appetītūs longius ēvagantur et tamquam exsultantēs . . . nōn satis ā ratiōne retinentur, iī sine dubiō finem et modum trānseunt; reliquunt enim et abiciunt oboedientiam nec ratiōnī pārent, cui sunt subiectī lēge nātūrae; ā quibus nōn modo animī perturbantur sed etiam corpora. Licet ōra ipsa cernere irātōrum aut eōrum quī aut libīdine aliquā aut metū commōtī sunt aut voluptāte nimiā gestiunt; quōrum omnium vultūs, vocēs, mōtūs, statūsque mūtantur. Ex quibus illud intellegitur (ut ad officiī formam revertāmur) appetītūs omnēs contrahendōs sēdandōsque esse excitandamque . . . dīligentiam ut nē quid temerē ac fortuitō, incōnsiderātē neglegenterque agāmus.

(*De Officiis*, I.28.101–29.103)

Write a response in which you:

- summarize Cicero's account of the two parts of the human soul; and
- discuss how the passage reflects the influence of Platonism and Stoicism on Cicero's thought.

Answer Key:
Latin and Classical Humanities (15)

Question Number	Correct Response	Test Objective*
1.	D	Apply skills of inference and interpretation in written texts.
2.	A	Analyze grammar and usage in context.
3.	B	Translate sentences or short passages into English.
4.	D	Use forms appropriately in given constructions and contexts.
5.	C	Understand important aspects of the history and geography of the classical world.
6.	B	Understand important features of daily life, society, and politics in classical culture.

*Each test objective is clarified and further described by a descriptive statement, which provides examples of the types of knowledge and skills covered by the test objective. The test objectives for the Latin and Classical Humanities test begin on page 37.

Information on Scoring: Latin and Classical Humanities (15)

Scoring Open-Response Items

Open-response items are scored holistically according to standardized procedures, using scoring scales that have been approved by the Massachusetts Department of Education. In judging the overall effectiveness of each response, scorers use scoring scales that describe varying levels of performance.

As a whole, the response to each assignment must demonstrate an understanding of the content of the field. Responses are scored on the extent to which they achieve the purpose of the assignment, are appropriate and accurate in the application of subject knowledge, provide high-quality and relevant supporting evidence, and demonstrate a soundness of argument and understanding of the subject area.

Responses are scored holistically by two or more educators during scoring sessions held after each administration of the Massachusetts Tests for Educator Licensure. Scorers are oriented before the scoring session to ensure that all responses are scored according to standardized procedures.

Performance characteristics. The performance characteristics guide scorers in considering responses to the open-response items. It may be helpful for you to be aware of these performance characteristics as you prepare for and take the Massachusetts Tests for Educator Licensure.

Scoring scale. The scoring scale is used by scorers in assigning scores to responses to the open-response items. Note that the description of each score point on a scoring scale is given in terms of the performance characteristics.

The performance characteristics and scoring scale for this field are provided on the following page.

**Massachusetts Tests for Educator Licensure®
SCORING RUBRIC FOR SUBJECT TESTS**

Performance Characteristics:

Purpose	The extent to which the response achieves the purpose of the assignment.
Subject Matter Knowledge	Accuracy and appropriateness in the application of subject matter knowledge.
Support	Quality and relevance of supporting details.
Rationale	Soundness of argument and degree of understanding of the subject matter.

Scoring Scale:

Score Point	Score Point Description
4	<p>The "4" response reflects a thorough knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is fully achieved. • There is a substantial, accurate, and appropriate application of subject matter knowledge. • The supporting evidence is sound; there are high-quality, relevant examples. • The response reflects an ably reasoned, comprehensive understanding of the topic.
3	<p>The "3" response reflects an adequate knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is largely achieved. • There is a generally accurate and appropriate application of subject matter knowledge. • The supporting evidence is adequate; there are some acceptable, relevant examples. • The response reflects an adequately reasoned understanding of the topic.
2	<p>The "2" response reflects a limited knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is partially achieved. • There is a limited, possibly inaccurate or inappropriate, application of subject matter knowledge. • The supporting evidence is limited; there are few relevant examples. • The response reflects a limited, poorly reasoned understanding of the topic.
1	<p>The "1" response reflects a weak knowledge and understanding of the subject matter.</p> <ul style="list-style-type: none"> • The purpose of the assignment is not achieved. • There is little or no appropriate or accurate application of subject matter knowledge. • The supporting evidence, if present, is weak; there are few or no relevant examples. • The response reflects little or no reasoning about or understanding of the topic.
U	The response is unrelated to the assigned topic, illegible, primarily in a language other than English, not of sufficient length to score, or merely a repetition of the assignment.
B	There is no response to the assignment.

Test Objectives:
Latin and Classical Humanities (15)

SUBAREAS:

READING COMPREHENSION AND APPRECIATION
LANGUAGE STRUCTURES AND APPLIED LINGUISTICS
CULTURAL UNDERSTANDING

READING COMPREHENSION AND APPRECIATION

0001 Apply literal comprehension skills in written texts.

For example: understanding stated main ideas or details in a passage of prose or poetry; analyzing the sequence of events in a passage of prose or poetry; and understanding stated causes or effects in a passage of prose or poetry.

0002 Apply skills of inference and interpretation in written texts.

For example: inferring information from a passage of prose or poetry; predicting outcomes or events based on a passage of prose or poetry; and interpreting moods or attitudes in a passage of prose or poetry.

0003 Summarize or paraphrase written texts.

For example: selecting an accurate English summary of a passage of prose or poetry; and selecting an accurate restatement, in Latin, of one or more phrases or sentences.

0004 Translate sentences or short passages into English.

For example: reading a sentence or short passage of prose and selecting the correct English translation; and reading a sentence or short passage of poetry and selecting the correct English translation.

0005 Understand the use of language in prose texts, including literary expression and stylistic variations.

For example: analyzing the effect of word order or word choice; interpreting an image or metaphor; and analyzing the effect of a rhetorical device/figure of speech.

0006 Understand the use of language in poetry, including literary expression, metrical elements, and stylistic variations.

For example: interpreting an image or metaphor; analyzing the effect of word order or word choice; analyzing the effect of a rhetorical device/figure of speech in a passage of poetry; and identifying metrical elements in a passage of poetry.

LANGUAGE STRUCTURES AND APPLIED LINGUISTICS

0007 Analyze grammar and usage in context.

For example: understanding the function of a word, phrase, or clause in a passage of prose or poetry; applying principles of agreement (e.g., subject and verb, noun and adjective, pronoun and antecedent) in a passage of prose or poetry; and analyzing grammatical structures in a passage of prose or poetry (e.g., sequence of tenses, participial constructions, indirect statement or question).

0008 Use forms appropriately in given constructions and contexts.

For example: using an appropriate verb form or phrase to complete a sentence; using an appropriate noun, pronoun, or adjective form or phrase to complete a sentence; and using an appropriate construction to complete a sentence.

0009 Transform phrases, clauses, and sentences according to given instructions.

For example: transforming clauses or sentences when the voice, mood, tense, person, or number of a verb is changed; transforming a sentence from direct to indirect discourse; and using an equivalent construction to express purpose, cause, time, etc.

0010 Combine two or more sentences into a single sentence that preserves the meaning of the original sentences.

For example: expressing a temporal relationship between two sentences through use of a subordinate clause; expressing a causal relationship between two sentences through use of a subordinate clause; and expressing the appropriate relationship between two sentences through use of a relative clause.

0011 Use Latin language skills to analyze English borrowings and derivatives.

For example: relating a given English word to its Latin root(s); understanding the root meanings of common English prefixes and suffixes; and understanding the meanings of common words or phrases borrowed from Latin.

0012 Understand the nature of language and language acquisition.

For example: general concepts of the nature of language and their applications; theories and processes of language acquisition; and principles of language acquisition as applied to Latin instruction.

CULTURAL UNDERSTANDING

0013 Understand the major myths and legends of classical culture.

For example: important Greek and Roman deities, their characteristics, and their functions; important mythological and legendary figures and stories; and ways in which classical Greek and Roman mythology influenced later times.

0014 Understand important aspects of the history and geography of the classical world.

For example: major events and figures associated with classical Greece and Rome and their cultural significance; and important geographic features and historical sites in the classical world and their cultural significance.

0015 Understand significant characteristics of classical art, architecture, and technology.

For example: major artistic and architectural works associated with classical Greece and Rome and their characteristics; important achievements of classical art, architecture, and technology; and ways in which classical Greek and Roman art and architecture influenced later times.

0016 Understand significant characteristics of classical literature.

For example: major classical Greek and Roman writers and their works; characteristics of major literary genres and authors; and ways in which major classical writers influenced later times.

0017 Understand important features of daily life, society, and politics in classical culture.

For example: important features of daily public and private life in classical Greece and Rome; major social groups, divisions, and patterns; and major political figures, movements, and developments and their later influences.