Michigan

STUDY GUIDE

026 Latin

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PART 1: General Information About the MTTC Program and Test Preparation

The first section of the study guide is available in a separate PDF file. Click the link below to view or print this section.

General Information About the MTTC Program and Test Preparation

PART 2: Test Objectives and Sample Test Questions

INTRODUCTION

This section includes a list of the test objectives, immediately followed by sample test questions and an answer key for the field covered by this study guide.

Test Objectives

As noted, the test objectives are broad, conceptual statements that reflect the knowledge, skills, and understanding an entry-level teacher needs in order to teach effectively in a Michigan classroom. Each field's list of test objectives represents the **only** source of information about what a specific test will cover and, therefore, should be studied carefully.

The test objectives are organized into groups known as "subareas." These subareas define the major content areas of the test. You will find a list of subareas at the beginning of the test objective list. The percentages shown in the list of subareas indicate the approximate weighting of the subareas on the test.

Sample Multiple-Choice Test Questions

The sample multiple-choice test questions included in this section are designed to give the test-taker an introduction to the nature of the test questions included on the MTTC test for each field. The sample test questions represent the various types of test questions you may expect to see on an actual test; however, they are **not** designed to provide diagnostic information to help you identify specific areas of individual strengths and weaknesses or predict your performance on the test as a whole. Use the answer key that follows the sample test questions to check your answers.

To help you identify which test objective is being assessed, the objective statement to which the question corresponds is listed in the answer key. When you are finished with the sample test questions, you may wish to go back and review the entire list of test objectives and descriptive statements once again.

TEST OBJECTIVES

Subarea	Approximate Percentage of Questions on Test
Reading Comprehension	30%
Language Structures and Comparisons	30%
Cultural Understanding, Comparisons, and Connections	15%
Language Acquisition, Instruction, and Assessment	15%
Writing	10%

READING COMPREHENSION

Apply literal comprehension skills to Latin prose and poetry.

Includes:

- identifying the stated main idea of a passage

- identifying significant details of a passage

- identifying a stated cause-and-effect relationship in a passage

- recognizing a sequence of events in a passage

- selecting a literal English translation of a Latin word, phrase, or sentence

- recognizing common figures of speech and elements of style in a passage

- identifying rhetorical devices in a passage

Apply skills of inference and interpretation to Latin prose and poetry.

Includes:

- drawing conclusions based on a passage

- predicting the outcome of a situation described in a passage

- inferring an author's tone, mood, or point of view in a passage

- discerning an implied cause-and-effect relationship in a passage

- inferring the cultural context of a passage

- inferring the theme, purpose, or intended audience of a passage

- analyzing the role or effect of figures of speech, elements of style, and organizational structures in a passage

LANGUAGE STRUCTURES AND COMPARISONS

Demonstrate knowledge of the grammatical and syntactic structures of Latin.

Includes:

- determining grammatically correct words or forms of words as appropriate for a given context

- determining grammatically correct phrases or clauses as appropriate for a given context

- recognizing grammatically correct language structures or usage (e.g., conditional clauses, tense and mood, indirect discourse)

- determining the function of a word, phrase, or clause in a sentence or passage

- identifying meter and metrical elements in poetry (e.g., dactylic hexameter, elegiac couplet)

Understand the connections between Latin and English.

Includes:

- comparing and contrasting the linguistic structure (e.g., word structure, sentence structure) of Latin with that of English

- recognizing the relationship between Latin words and their derivatives and cognates in English

- identifying the Latin origins of prefixes and suffixes in English

- recognizing Latin words and terms used in English across a variety of disciplines

CULTURAL UNDERSTANDING, COMPARISONS, AND CONNECTIONS

Understand the products and perspectives of Roman culture.

Includes:

- demonstrating knowledge of products of daily life in Roman culture

- understanding the role and significance of products of daily life in Roman culture

- identifying the connections between products of Roman culture and their influence on other disciplines (e.g., literature, art, architecture)

- identifying important figures and major literary, artistic, architectural, and technological achievements in Roman culture and history

- analyzing the ways in which important figures and major literary, artistic, architectural, and technological achievements reflect the perspectives of Roman culture and history

- analyzing the ways in which Latin texts reflect the perspectives of Roman culture

- identifying major natural geographic features of the Roman world

- understanding the relationship between natural geographic features and products of Roman culture and history

- recognizing and understanding the influence of Roman products and perspectives on the products and perspectives of later cultures

Understand the practices (e.g., political and economic practices, practices of daily life and communication) and perspectives of Roman culture.

Includes:

- demonstrating knowledge of the practices of daily life in Roman culture

- understanding the role and significance of the practices of daily life in Roman culture

- identifying the connections between the practices of Roman culture and their influence on other disciplines (e.g., history, political science, medicine)

- understanding philosophical and religious beliefs and practices of Roman culture, including names, functions, and characteristics of major Greek and Roman deities and mythological figures

- understanding major political, legal, economic, social, and cultural practices that shaped Roman culture and history

- understanding the relationship between natural geographic features and the practices of Roman culture and history

- understanding the influence of Roman practices and perspectives on the practices and perspectives of later cultures

LANGUAGE ACQUISITION, INSTRUCTION, AND ASSESSMENT

Understand processes of language acquisition and the principles and practices of instruction and assessment in the language classroom.

Includes:

- understanding theories and methods of second-language acquisition in developing instructional practices to create a successful language-learning environment for the Latin classroom

- understanding instructional strategies, materials, and technologies that promote students' critical-thinking skills and that integrate the teaching of presentational, interpretive, and interpersonal communication (in all modalities relevant to Latin) with the teaching of cultures, comparisons, connections, and communities

- demonstrating knowledge of instructional strategies to facilitate the use of spoken Latin

- identifying strategies for motivating students by connecting the Latin curriculum to students' experiences in school, at home, and in the community

- identifying formal and informal assessment methods, tools, and rubrics to evaluate students' interpretive, presentational, and interpersonal skills in all modalities relevant to Latin

- understanding the role of assessment data for identification, placement, and demonstration of language proficiency; interpreting the results of assessments; understanding ways to modify instruction based on assessment results

- identifying strategies for interpreting and communicating the results of student performance to stakeholders

- identifying issues (e.g., cultural and linguistic bias; political, social, and psychological factors) that may affect instruction and assessment and creating modifications to address the needs of diverse language learners

Understand the integration of standards into language curriculum and instruction and the role of the teacher as a professional.

Includes:

- understanding the role of Michigan standards and the national *Standards for Classical Language Learning* in planning Latin curriculum and strategies for integrating the goals of these standards into language instruction

- understanding ways to use and adapt a variety of standards-based materials, resources, and technologies for teaching in the language classroom

- understanding the impact of past and present legislation on teaching in world language programs

- identifying strategies for using benchmarks to evaluate, select, and design instructional resources and assessments

- recognizing the value of reflective practices for continued professional development

- understanding strategies for identifying, analyzing, and reflecting on resources for improving professional knowledge and practices

- understanding the teacher's role as a professional in a discipline and as an advocate promoting the value of multilingualism to the community and to the overall success of all students in the school

- identifying strategies for serving as an advocate for students and for building partnerships with students' families and communities

WRITING

Demonstrate written interpretation skills by completing translations of short passages of Latin prose and Latin poetry into idiomatic English.

Includes creating a complete translation of passages of Latin prose and Latin poetry that fully and accurately reflects:

- the relationship between the words and structures of Latin and English (e.g., using English vocabulary appropriate to the context)

- the details and meaning expressed in the Latin passage

- an understanding of the aspects of style and tone used by the author (e.g., interpreting the meaning of idioms and metaphors)

SAMPLE MULTIPLE-CHOICE TEST QUESTIONS

1. English expresses the duration of time with the preposition "for" (e.g., "I slept for eight hours."). Latin uses which of the following cases to express extent of time?

    A. ablative

    B. genitive

    C. accusative

    D. dative

2. Both English and Latin use which of the following types of words to begin a relative clause?

    A. conjunction

    B. adjective

    C. adverb

    D. pronoun

3. English can show possession with an apostrophe. With which of the following cases can Latin show possession?

    A. accusative

    B. nominative

    C. ablative

    D. dative

4. The hills surrounding Rome, such as the Alban hills, were used for which of the following purposes?

    A. silver mining

    B. ship building

    C. water sources

    D. grain storage

5. The authors of the Declaration of Independence, the Constitution, and the Bill of Rights of the United States of America were most influenced by which of the following forms of Roman government?

    A. dictatorship

    B. empire

    C. republic

    D. monarchy

6. Which of the following best describes the main purpose of the sacrifices that ancient Romans made every February at the Parentalia festival?

    A. to honor the dead

    B. to pay tribute to newly chosen consuls

    C. to purify the city

    D. to propitiate the city's patron deity

7. A teacher of an advanced Latin class assigns a poem by Catullus whose interpretation is controversial. The teacher brings the issue to the students' attention and invites discussion. Which of the following discussion activities would most encourage students to think critically about the interpretation of the poem?

   A. dividing the class into groups that must each support a different position on the poem

   B. placing the poem in context with others whose themes or meanings may be helpful in interpreting the poem

   C. generating a list of points on the board that support various interpretations of the poem

   D. providing articles for students to read explaining the different interpretations of the poem

8. A new teacher of Latin is establishing and collecting content for a professional teaching portfolio. The teacher sets a goal to frequently read and research various forms of Latin texts, textbooks, and teaching methods and to document these research activities regularly in the portfolio. This activity best demonstrates that the teacher recognizes which of the following aspects of professional development for a language teacher?

   A. the opportunity to evaluate new materials before incorporating them into classroom instruction

   B. the importance of reflecting on ways to keep informed about recent trends in teaching classical language and culture

   C. the role a teacher has in being a good model of continued language learning for students

   D. the ability to keep accurate records of what methods are being used to develop up-to-date teaching materials

9. Which of the following best describes the
role of student benchmarks in the world
language classroom?

   A. Benchmarks help state and national
   organizations determine how closely
   each school system is following the
   national standards.

   B. Benchmarks serve as entrance
   exams for the next level of language
   study.

   C. Benchmarks identify students who
   should be screened for learning
   disorders.

   D. Benchmarks help teachers and other
   educational personnel get a sense of
   how well the curriculum is aligned
   with the national standards.

Read the passage below and answer the two questions that follow.

Diffūgēre nivēs, redeunt iam grāmina campīs
      arboribusque comae;
mūtat terra vicēs, et dēcrescentia rīpās
      flūmina praetereunt;

Grātia cum Nymphīs geminīsque sorōribus audet
      dūcere nūda chorōs.
Immortālia nē spērēs, monet annus et almum
      quae rapit hōra diem.
         (Horace, *c.* 4.7.1–8)

10. Which of the following does this poem describe?

    A. heavy snow falling

    B. grass growing again

    C. rivers flooding

    D. leaves falling from trees

11. What lesson from nature does the poet offer here?

    A. Snow covers both virtue and vice.

    B. Nothing lasts forever.

    C. The gods care for mortals.

    D. Leaders are born not made.

Read the passage below and answer the three questions that follow.

Quiētā Galliā, Caesar, ut cōnstituerat, in Ītaliam ad conventūs agendōs   1
proficīscitur. Ibi cōgnōscit dē Clōdī caede, *dē* senātūsque cōnsultō certior
factus, ut omnēs iūniōrēs Ītaliae coniūrārent, dīlēctum tōtā prōvinciā habere
īnstituit. Eae rēs in Galliam Trānsalpīnam celeriter perferuntur. Addunt
ipsī et adfingunt rūmōribus Gallī quod rēs poscere vidēbātur, retinērī urbānō   5
mōtu Caesarem neque in tantīs dissēnsiōnibus ad exercitum venīre posse.
Hāc impulsī occāsiōne quī iam ante sē populī Rōmānī imperiō subiectōs
dolērent līberius atque audācius de bellō cōnsilia inīre incipiunt.

(Caesar, *De Bello Gallico*, 7.1)

12. Which of the following happened after Caesar decided to recruit young men in transalpine Gaul?

   A.   Gauls plan for war.

   B.   Caesar subdued Gaul.

   C.   Caesar learned about Clodius.

   D.   Gauls dissent among themselves.

13. Based on this passage, which of the following outcomes is most likely?

   A.   Caesar will remain in Italy for military enrollment.

   B.   The Senate will hold a trial for the death of Clodius.

   C.   The Gauls will begin to revolt against Roman rule.

   D.   Dissension will arise among Caesar's army.

14. Which of the following uses of the subjunctive governs *dolērent* in line 8?

   A.   purpose clause

   B.   indirect command

   C.   indirect question

   D.   relative clause of characteristic

Read the passage below and answer the three questions that follow.

At studuit Catīlinae, cum iam aliquot annōs esset in forō, Caelius. Et multī   1
hōc idem ex omnī ordine atque ex omnī aetāte fēcērunt. Habuit enim ille,
sīcutī meminisse vōs arbitror, permulta maximārum nōn expressa signa sed
adumbrāta virtūtum. Utēbātur hominibus improbīs multīs ; et quidem
optimīs sē virīs dēditum esse simulābat. Erant apud illum inlecebrae   5
libīdinum multae ; erant etiam industriae quīdam stimulī ac labōris.
Flagrābant vitia libīdinis apud illum ; vigēbant etiam studia reī mīlitāris.
Neque ego umquam fuisse tāle monstrum in terrīs ullum putō, tam ex
contrāriīs dīversīsque atque inter sē pugnantibus nātūrae studiīs
cupiditātibusque conflātum.   10

(Cicero, *Pro Caelio*, 12)

15. Which of the following best expresses the main idea of this passage?

  A. Catiline cannot control his strong desires.

  B. Good men should not associate with Catiline.

  C. Catiline has a complex and deceptive personality.

  D. There are hints of the greatest virtues in Catiline.

16. Which of the following is a likely purpose of this passage?

  A. to contrast the characters of Catiline and of Caelius

  B. to associate Caelius with Catiline's followers

  C. to make an excuse for Catiline's bizarre behavior

  D. to explain why men were drawn to Catiline

17. Which of the following grammatical constructions is represented by the phrase *et quidem optimīs sē virīs dēditum esse simulābat* in lines 4–5?

  A. indirect statement

  B. ablative absolute

  C. gerundive of purpose

  D. temporal clause

Read the passage below, and answer the three questions that follow.

> Ita duo duārum civitātium exercitus ad repetendum regnum bellōque   1
> persequendōs Rōmānōs secūtī Tarquinium. Postquam in agrum Rōmānum
> ventum est, obviam hostī consulēs eunt. Valerius quadrātō agmine peditem
> dūcit: Brūtus ad explorandum cum equitātū antecessit. Eōdem modō
> prīmus eques hostium agminis fuit; praeerat Arruns Tarquinius fīlius rēgis,   5
> rex ipse cum legiōnibus sequebatur. Arruns ubi ex lictōribus procul
> consulem esse, deinde iam propius ac certius faciē quoque Brutūm
> cognōvit, inflammātus irā 'Ille est vir' inquit 'quī nōs extorrēs expulit patriā.
> Ipse <u>ēn</u> ille nostrīs decorātus insignibus magnificē incēdit. Dī rēgum ultōrēs
> adeste.'   10

(Livy, *Ab Urbe Condita*, 2.6.5–7)

<u>ēn</u> (interjection): lo!, behold, see!

18. Which of the following is the immediate result of the Romans driving Tarquin from his kingdom?

   A. Two armies converge in Roman territory.

   B. Brutus becomes consul.

   C. Arruns takes command of the army.

   D. The Tarquinians sue for peace.

19. Based on the passage, which of the following outcomes is most likely?

   A. The consuls will ask for peace.

   B. Arruns will attack Brutus.

   C. The king will help his son.

   D. The Romans will drive out Tarquin.

20. Which of the following grammatical constructions is represented by the phrase *ad repetendum regnum* in line 1?

   A. present participle

   B. indirect statement

   C. gerundive of purpose

   D. result clause

ANSWER KEY FOR THE SAMPLE MULTIPLE-CHOICE TEST QUESTIONS

Item Number	Correct Response	Objective
1.	C	Understand the connections between Latin and English.
2.	D	Understand the connections between Latin and English.
3.	D	Understand the connections between Latin and English.
4.	C	Understand the products and perspectives of Roman culture.
5.	C	Understand the products and perspectives of Roman culture.
6.	A	Understand the practices (e.g., political and economic practices, practices of daily life and communication) and perspectives of Roman culture.
7.	A	Understand processes of language acquisition and the principles and practices of instruction and assessment in the language classroom.
8.	B	Understand the integration of standards into language curriculum and instruction and the role of the teacher as a professional.
9.	D	Understand the integration of standards into language curriculum and instruction and the role of the teacher as a professional.
10.	B	Apply literal comprehension skills to Latin prose and poetry.
11.	B	Apply skills of inference and interpretation to Latin prose and poetry.
12.	A	Apply literal comprehension skills to Latin prose and poetry.
13.	C	Apply skills of inference and interpretation to Latin prose and poetry.
14.	D	Demonstrate knowledge of the grammatical and syntactic structures of Latin.
15.	C	Apply literal comprehension skills to Latin prose and poetry.
16.	D	Apply skills of inference and interpretation to Latin prose and poetry.
17.	A	Demonstrate knowledge of the grammatical and syntactic structures of Latin.
18.	A	Apply literal comprehension skills to Latin prose and poetry.
19.	B	Apply skills of inference and interpretation to Latin prose and poetry.
20.	C	Demonstrate knowledge of the grammatical and syntactic structures of Latin.

INFORMATION ABOUT THE WRITTEN TRANSLATION SECTION

The written performance section of the Latin test consists of two written translation assignments. Each candidate's written response to each translation assignment will be scored using a method known as focused holistic scoring.

Scorers will score each response based upon how well the response addresses a set of skills referred to as performance characteristics. An examinee's response should demonstrate adequacy across all of the performance characteristics. A high level of performance in only one or two areas will not likely result in an adequate response or a high score. Each response will be scored on how well it demonstrates mastery of the performance characteristics working together to communicate a whole message effectively.

Written performance items, performance characteristics, and score scales for the MTTC Latin test were reviewed and approved by the Michigan Department of Education (MDE). The following performance characteristics and associated score scales will be used in the scoring of the written performance assignments for the Latin test.

Performance Characteristics

Comprehension	the extent to which the English used in the translation demonstrates an accurate understanding of the original passage
Interpretation	the extent to which the English used in the translation accurately and appropriately interprets figurative language (e.g., idioms, idiomatic expressions, similes, metaphors) in the original passage
Inference	the extent to which the English used in the translation effectively infers subtleties (e.g., style, tone, mood, register, cultural references) in the original passage
Vocabulary	the extent to which English vocabulary, idiomatic expressions, and word choice used in the translation are contextually and syntactically appropriate to the original passage
Grammar, Syntax, and Mechanics	the extent to which grammatical structures, syntactic constructions, and mechanics (e.g. punctuation) used in the translation result in fluid, idiomatic, and contextually appropriate English

SAMPLE TEST DIRECTIONS FOR WRITTEN TRANSLATION ASSIGNMENT

This section of the test consists of two written translation assignments. The first assignment requires you to translate one selection of Latin prose and the second requires you to translate one selection of Latin poetry. **The assignments can be found on the following pages.** You should use your time to plan, write, review, and edit your responses to the assignments.

Read the assignments carefully before you begin to work. Think about how you will organize your responses. You may use any blank space in this test booklet to make notes, write an outline, or otherwise prepare your responses. **However, your score will be based solely on the version of your responses written in the answer document.**

In your translation you should accurately convey the full and complete meaning of the Latin prose or poetry in fluid, idiomatic English, conforming to the rules of English grammar and mechanics while maintaining the style and structure of the original Latin. You do **not** need to maintain the meter of the original work in your translation of Latin poetry.

Your translation of each of the assigned Latin pieces will be evaluated on the basis of the following criteria:

*   **COMPREHENSION:** the extent to which the English used in the translation demonstrates an accurate understanding of the original passage.

*   **INTERPRETATION:** the extent to which the English used in the translation accurately and appropriately interprets figurative language (e.g., idioms, idiomatic expressions, similes, metaphors) in the original passage.

*   **INFERENCE:** the extent to which the English used in the translation effectively infers subtleties (e.g., style, tone, mood, register, cultural references) in the original passage.

*   **VOCABULARY:** the extent to which English vocabulary, idiomatic expressions, and word choice used in the translation are contextually and syntactically appropriate to the original passage.

*   **GRAMMAR, SYNTAX, AND MECHANICS:** the extent to which grammatical structures, syntactic constructions, and mechanics (e.g. punctuation) used in the translation result in fluid, idiomatic, and contextually appropriate English.

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

Turn the page and continue with Section Two.

SAMPLE WRITTEN TRANSLATION ASSIGNMENT

Translate the text below from Latin into fluid, idiomatic English. The English translation should fully and completely express the meaning of the Latin text. Metrical scansion does not need to be retained in the English translation.

The poet describes the entrance to Hades.

Est via dēclīvis fūnesta nūbila <u>taxō</u>:
dūcit ad īnfernās per mūta silentia sēdēs;
Styx nebulās exhālat iners, <u>umbrae</u>que recentēs
dēscendunt illāc simulācraque fūncta sepulcrīs:
pallor hiemsque tenent lātē loca <u>senta</u> novīque,
quā sit iter, mānēs, Stygiam quod dūcat ad urbem,
ignōrant, ubi sit nigrī fera rēgia Dītis.
mille capāx aditūs et apertās undique portās
urbs habet, utque fretum dē tōtā flūmina terrā,
sīc omnēs animās locus accipit ille nec ūllī
exiguus populō est turbamve accēdere sentit.
errant exsanguēs sine corpore at ossibus umbrae,
parsque forum celebrant, pars īmī tēcta tyrannī,
pars aliquās artēs, antīquae <u>imitāmina</u> vītae.

(Ovid, Metamorphoses, 4.432–445)

<u>taxus, -ī (f)</u>: yew tree

<u>umbrae</u>: ghosts

<u>sentus, -a, -um</u>: neglected, rough

<u>imitāmen, imitāminis (n)</u>: an imitation

Score Scale for the Written Translation Assignment

The four points of the score scale correspond to varying degrees of performance. The following statements describe typical responses at each score point.

Score Point	Score Point Description
4	**The response gives evidence of strong translation skills.** • The candidate accurately comprehends the original passage. The translation is a clear, appropriately organized, effective representation of the original; all important details are included, and extraneous content is avoided. • The candidate accurately and appropriately interprets figurative language and idiomatic constructions throughout the response. • The candidate effectively infers implied information throughout the response, even if it is subtly or abstractly conveyed. • The candidate uses effective vocabulary, idiomatic expressions, and word choice that are contextually and syntactically appropriate to the entire original passage. • The candidate's strong control of grammatical and syntactic constructions, including but not limited to gapping, agreement, tense, voice, subordination, results in fluid, idiomatic, and contextually appropriate English. Punctuation and other mechanics support the meaning of the text. A few minor errors may exist, but they do not detract from the translation.
3	**The response gives evidence of satisfactory translation skills.** • The candidate adequately comprehends the original passage. The translation is a generally clear, organized, and satisfactory representation of the original; omission of some important detail or introduction of some extraneous content does not compromise the original meaning. • The candidate adequately interprets figurative language in most of the response. A few literal translations may exist. • The candidate generally infers implied information, but misses some subtleties or abstractions. • The candidate uses satisfactory vocabulary, idiomatic expressions, and word choice that are contextually and syntactically appropriate to most of the original passage. • The candidate's satisfactory control of grammatical and syntactic constructions for the most part results in idiomatic and contextually appropriate English. Punctuation and other mechanics generally support the meaning of the text, but minor and a few major errors may cause ambiguity.
2	**The response gives evidence of limited translation skills.** • The candidate partially comprehends the original passage. The translation is a partially clear, partially organized, limited representation of the original; omission of important detail and/or introduction of extraneous content compromises some of the original meaning. • The candidate is partially able to interpret figurative language. Many literal translations may exist, resulting in imprecision and inaccuracies. • The candidate infers some implied information, but misses many subtleties and abstractions. • The candidate uses limited vocabulary, idiomatic expressions, and word choice that are contextually and syntactically appropriate to only some of the original passage. • The candidate's limited control of grammatical and syntactic constructions results in partially idiomatic English that may be contextually inappropriate. Many errors in or omission of punctuation and other mechanics impede meaning.
1	**The response gives evidence of a lack of translation skills.** • The candidate fails to comprehend the original passage. The translation is unclear, disorganized, and consistently misrepresents the original; omission of important detail and introduction of extraneous content compromise almost all of the original meaning. • The candidate consistently fails to interpret figurative language accurately or appropriately. Literal translations are so numerous and imprecise that they significantly change the meaning of the passage • The candidate is consistently unable to make any inferences, whether subtle or obvious. • The candidate fails to use vocabulary, idiomatic expressions, and word choice that are contextually or syntactically appropriate to the original passage. • The candidate's lack of control of grammatical and syntactic constructions results in little to no meaningful, idiomatic, contextually appropriate English. Essential punctuation or other mechanics are missing or so seriously flawed that the translation fails to convey the meaning of the passage.
U	**The response is "unscorable" because it is not on the given topic, illegible, not in the appropriate language, or too short to score.**
B	**There is no response to the assignment.**

SAMPLE RESPONSE FOR WRITTEN TRANSLATION ASSIGNMENT

There is a descending path, deadly and with a gloomy mist, at a yew tree. It proceeds toward infernal through absolute silences. The sluggish Styx breathes forth vapors and newly arriving ghosts are descending there with likenesses formed in graves. Grayness and cold hold fast far and wide. The neglected region and new spirits of the dead do not know the right way to the Styx which leads to the city where the uncultivated palace of black Pluto is. The city has a wide entrance and a thousand open gates all around and rivers from entire earth as a sea, and in that way the place receives all the souls, and is neither too small for any people nor does the region feel the force that a crowd approaches. Bloodless ghosts without body or bones wander. A part frequent the forum, the house of the vile tyrant, and a part sing the praises of some arts, and a part experience the imitations of the former life.