



GACE® Latin Assessment *Test at a Glance*

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See the GACE® Latin Assessment Study Companion for practice questions and preparation resources.

Assessment Name	Latin
Grade Level	K–12
Test Code	147
Testing Time	2 hours
Test Duration	2.5 hours
Test Format	Computer delivered
Number of Selected-response Questions	100
Question Format	The test consists of a variety of short-answer questions such as selected-response questions, where you select one answer choice or multiple answer choices (depending on what the question asks for), questions where you enter your answer in a text box, and other types of questions. You can review the possible question types in the <i>Guide to Taking a GACE Computer-delivered Test.</i>
Number of Constructed-response Questions	15

About this Assessment

The GACE Latin assessment is designed to measure the professional knowledge of prospective teachers of Latin in the state of Georgia.

The testing time is the amount of time you will have to answer the questions on the test. Test duration includes time for tutorials and directional screens that may be included in the test. This assessment contains items that require a spoken response; an ETS-approved headset with a microphone will be provided at the test center.

The questions in this assessment assess both basic knowledge across content areas and the ability to apply principles.

The total number of questions that are scored is typically smaller than the total number of questions on the test. Most tests that contain selected-response questions also include embedded pretest questions, which are not used in calculating your score. By including pretest questions in the assessment, ETS is able to analyze actual test-taker performance on proposed new questions and determine whether they should be included in future versions of the test.

Content Specifications

This assessment is organized into content **subareas**. Each subarea is further defined by a set of **objectives** and their **knowledge statements**.

- The objectives broadly define what an entry-level educator in this field in Georgia public schools should know and be able to do.
- The knowledge statements describe in greater detail the knowledge and skills eligible for testing.
- Some tests also include content material at the evidence level. This content serves as descriptors of what each knowledge statement encompasses.

See a breakdown of the subareas and objectives for this assessment on the following pages.

Test Subareas

Subarea	Approx. Percentage of Test
I. Grammar and Syntax	30%
II. Reading Comprehension	40%
III. Oral Inflection*	10%
IV. Roman Culture	20%

* This subarea contains 15 constructed-response questions.

Test Objectives

Subarea I: Grammar and Syntax

Objective 1: Demonstrates knowledge of vocabulary, inflectional systems, and syntax

The beginning Latin teacher:

- A. Knows the meanings of words most commonly encountered in classical Latin texts
- B. Recognizes the forms of Latin verbs of every conjugation in all tenses, voices, and moods
- C. Recognizes the forms of Latin nouns, pronouns, and adjectives of every declension in all cases
- D. Recognizes the forms of Latin adjectives and adverbs of all degrees (positive, comparative, and superlative)
- E. Understands the principles by which Latin words are combined into phrases and clauses, including the principles of coordination and subordination

Objective 2: Generates grammatically correct and idiomatic Latin

The beginning Latin teacher:

- A. Inflects and combines Latin words so as to produce grammatically correct Latin sentences
- B. Recognizes alternative ways of expressing a given idea in Latin

Objective 3: Uses grammatical terminology to analyze and describe the linguistic features of a Latin text

The beginning Latin teacher:

- A. Applies standard morphological terms (e.g., genitive plural, fourth declension, gerundive, deponent) to structures encountered in Latin texts
- B. Applies standard syntactical terms (e.g., indirect object, prepositional phrase, ablative absolute, relative clause of result) to structures encountered in Latin texts

Subarea II: Reading Comprehension

Objective 1: Demonstrates reading comprehension, with appropriate lexical assistance, of authentic Latin passages

The beginning Latin teacher:

- A. Can produce a literal English translation of a given Latin expression
- B. Can produce an idiomatic English translation of a given Latin expression
- C. Can provide an English paraphrase of a given Latin passage
- D. Uses context to determine the meanings of semantically ambiguous Latin words
- E. Uses context to determine the forms of morphologically ambiguous Latin words
- F. Uses context to determine the referents of Latin pronouns and demonstratives
- G. Uses context to determine the syntactic status of Latin words

Objective 2: Draws conclusions and makes inferences from reading selections

The beginning Latin teacher:

- A. Can accurately summarize a given Latin passage
- B. Can identify themes within a given Latin passage
- C. Can identify what is implied but not explicitly stated in a given Latin passage

Objective 3: Recognizes figures of speech and features of style in reading passages

The beginning Latin teacher:

- A. Recognizes structural devices (e.g., alliteration, anaphora, chiasmus) employed by Latin authors
- B. Recognizes semantic devices (e.g., apostrophe, simile, personification) employed by Latin authors

Subarea III: Oral Inflection

Objective 1: Pronounces Latin fluently and consistently

The beginning Latin teacher:

- A. Pronounces Latin words with appropriate accentuation
- B. Pronounces Latin phonemes accurately and consistently throughout a word, phrase, or sentence
- C. Pronounces Latin sentences fluently with meaningful phrase groupings and appropriate voice inflection
- D. Reads poetry in meter

Subarea IV: Roman Culture

Objective 1: Is familiar with ancient Roman literature

The beginning Latin teacher:

- A. Is familiar with major Latin authors, genres, and literary periods
- B. Is familiar with Greco-Roman mythology and its use in Latin literature

Objective 2: Is familiar with ancient Roman history and culture

The beginning Latin teacher:

- A. Is familiar with ancient Roman history
- B. Is familiar with the ancient Roman political system
- C. Is familiar with ancient Roman religious practices
- D. Is familiar with ancient Roman customs, both public and private
- E. Has a basic awareness of Roman material culture (e.g., architecture, sculpture, painting, coins)

Objective 3: Understands the relationship of the Latin language and Roman culture to the English language and modern culture

The beginning Latin teacher:

- A. Understands the relationship between Latin words and their English derivatives and cognates
- B. Is familiar with the musical, artistic, philosophical, medical, and legal terms associated with Latin
- C. Compares and contrasts the history, daily life, art, architecture, philosophy, literature, and mythology of the classical world with those of the modern world