

**Regents
Comprehensive
Examination in**

LATIN

**TEACHER'S MANUAL
PART I: ORAL READING**

DET 555L

**The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Albany, New York 12234**

GENERAL INFORMATION

The Regents Comprehensive Examination in Latin is designed to measure students' attainment of learning outcomes at Checkpoint B of the State syllabus *Latin for Communication*. The examination consists of the following parts:

<i>Part</i>	<i>Credits</i>
I: Oral Reading	5
II: Dictation	5
III: Reading Comprehension	40
IV: Language Skills	30
V: Culture	20

Part I of the examination is an oral reading test prepared, administered, and graded by the teacher. The written test consists of Parts II through V. The written test is to be administered at the scheduled time during the regular examination period.

Part I is to be administered at the school's convenience *during the period which begins ten weeks prior to the written test and ends five calendar days before the date of the written test*.

It is expected that students with certain disabilities use specialized/adaptive equipment and instruction/demonstration techniques during second language instruction. When taking the Regents Comprehensive Examination in Latin, such students should be provided the same specialized/ adaptive equipment and instruction/ demonstration techniques, as well as the alternative testing techniques indicated in their Individualized Education Programs (IEP). It is the responsibility of the principal to ensure that alternative testing techniques are provided to students with disabilities as recommended by the Committee on Special Education. In addition, when determining who should be tested, administrators must consider those

students with disabilities who attend programs operated by the Board of Cooperative Educational Services (BOCES), as well as any other programs located outside the school.

The students' scores for Part I must be completed in ink and must be reported to the building principal *no later than five calendar days prior to the date of the written test*. This requirement also applies to students who take the examination for three units of credit without having completed three units of study, pursuant to Section 100.5(d) of the Commissioner's Regulations. A sample oral reading reporting sheet is provided on page 4.

SPECIFIC DIRECTIONS FOR PREPARING, ADMINISTERING, AND RATING PART I: ORAL READING

Advance Preparation

1. Select several pages of continuous text or a series of short passages from which students will read at least *seven* but no more than *ten* lines. The reading selections should be chosen so that they are consistent with the learning outcomes at Checkpoint B. Try to establish and maintain a meaningful context in choosing passages.
2. Do *not* announce the selected passages in advance to the students.
3. If the testing lasts more than one day, select multiple passages so that students will not have the advantage of being able to practice passages begun previously.
4. Mark the passage(s) into segments of seven to ten lines so that each student may read a different segment aloud.
5. Announce that students will be asked to read aloud a passage of Latin as part of the Regents Comprehensive Examination in Latin.

Classroom Procedures for Administering the Test

Note: The oral reading test may be administered either in the presence of other students or with only the teacher and student present.

1. Announce to the students that they will be reading a passage of Latin as Part I of the Regents Comprehensive Examination in Latin. Tell the students that each student will read at least *seven* lines but no more than *ten* lines.
2. Select, at random, the first student to read.
3. Indicate the segment that the student is to read. *
4. Allow the student a minute of silence to look over the segment.
5. Ask the student to read.
6. Record the student's score on the oral reading test immediately after the segment is read.
7. If the oral reading is not performed satisfactorily, do *not* substitute a second reading.
8. Continue to select students at random, and follow steps 3 through 7 for the duration of the session.

*At times the segment that the student is to read may not be appropriate for that student, usually due to a student's particular disability or religious beliefs. In such cases, that student should be allowed to substitute another segment. In order for the student with the disability to be eligible to substitute a segment, that student must have been identified by the school district's Committee on Special Education as having a disability, and the need for the substitution must be consistent with the student's Individualized Education Program (IEP). A student is eligible to substitute segments due to religious beliefs if it can be demonstrated that the student has been excused from reading similar selections during the school year.

Rating Criteria

1. The oral reading activity evaluates the student's attainment of the following proficiency for speaking at Checkpoint B in the State syllabus: "Reads familiar Latin aloud with accurate pronunciation, appropriate phrase grouping, voice inflection, and expression in classroom situations."
2. Use the following scale to determine the student's score, *based on consistency with the proficiency statement*. Only whole number scores may be assigned; fractional credit is *not* allowed.

<i>Performance</i>	<i>Score</i>
Totally consistent	5
Mostly consistent	4-3
Minimally consistent	2-1
Unsatisfactory	0

3. Use ink only to record the score on the oral reading reporting sheet.
4. Transfer the score to the space provided on the student's answer booklet for the written test.
5. Report all student scores for Part I to the building principal *no later than five calendar days prior to the date of the written test*.

