











SAMPLE CONSTRUCTED-RESPONSE ASSIGNMENTS



The sample constructed-response assignments in this document are designed to give you an introduction to the nature of the questions included in the Washington Educator Skills Tests—Endorsements™ (WEST-E™). They represent the various types of questions you may expect to see on an actual test in this test field; however, they are *not* designed to provide diagnostic information to help you identify specific areas of individual strength or weakness or to predict your performance on the test as a whole. Included in this section are:

-  Constructed-response assignment directions
-  Sample constructed-response assignments
-  An assignment response sheet (for the sample translation assignment only)
-  An example of a strong response to the sample translation assignment and a description of a strong response to the sample oral reading assignment

For each sample assignment, you may want to take the following steps to prepare for the test:

-  Review the constructed-response assignment directions.
-  Print the assignment.
-  For the sample translation assignment, print the assignment response sheet and use it to record your response.
-  After you complete each assignment, review the scoring criteria and the example of a strong response (for the sample translation assignment) or the strong response description (for the sample oral reading assignment).

In addition to completing the sample constructed-response assignments, you should also utilize the following preparation materials available on the WEST website:

-  Read **WEST–E Test-Taking Strategies** to understand how test questions are designed to measure specific test objectives and to learn important test-taking strategies for the day of the test.
-  Review the **Test Summary and Framework** for your test field to familiarize yourself with the structure and content of the test. This document contains general testing information as well as the percentage of the total test score derived from each content domain described in the test framework.

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TEST DIRECTIONS FOR THE ENGLISH-TO-LATIN TRANSLATION ASSIGNMENT

A sample of the directions for the English-to-Latin translation assignment is shown in the box below.

DIRECTIONS FOR THE ENGLISH-TO-LATIN TRANSLATION ASSIGNMENT

For this section of the test, you will be presented with five English sentences and asked to translate them into Latin. The English sentences are lettered from A to E on the next screen. You should label each of your responses with the corresponding letter in the response box presented. **Your score for this section will be based solely on the responses you type next to the corresponding letter in the response box.**

Please note that special characters (such as letters with macrons or other diacritical marks) cannot be entered using the keyboard but are available for insertion in the on-screen response box. To access these characters, click on the  button that appears in the upper left corner of the screen. Using the mouse, click on the character you wish to include in your response and then select "Insert." The character will be inserted where the cursor is positioned in the response box.

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

MEANING: extent to which the Latin translation captures the meaning of the English sentence and appropriately preserves the key concepts and relations expressed in the English sentence

GRAMMAR: accuracy in the application of rules of Latin syntax and morphology

SPELLING: accuracy in the application of rules of Latin spelling

Your Latin sentences should accurately convey the meaning of the English sentences that they translate, and they should conform to the rules of Latin grammar and spelling. Macrons are optional and will not be counted in scoring, regardless of whether you use them. You may use "i" and "j" interchangeably and "u" and "v" interchangeably; you need not be consistent in your use of these letters. Style (e.g., elegance, economy of expression, aesthetic merit) will not be taken into consideration in evaluating your translations. You should use natural and idiomatic Latin constructions in your translations.



SAMPLE ENGLISH-TO-LATIN TRANSLATION ASSIGNMENT

For each of the five English sentences below, write a translation into Latin in the response box presented on-screen. Sentences should be translated in order from A to E. Before entering your translation, please type the corresponding letter in the response box. Please insert two (2) hard returns between each of your translated sentences.

Make sure that your Latin sentences express the same meaning as the English sentences they translate, and that they contain no errors in grammar or spelling. The use of macrons in the Latin translations is optional.

- A. The ships must be untied by the men.
- B. He summoned the soldiers so that they might build a camp.
- C. I hope that the guests have arrived.
- D. We watched the gladiators who fought most bravely.
- E. For five years, we lived in Rome.





EXAMPLE OF A STRONG RESPONSE TO THE SAMPLE ENGLISH-TO-LATIN TRANSLATION ASSIGNMENT

- A. Nāvēs hominibus solvendae sunt.
- B. Arcessīvit mīlitēs ut munīrent castra.
- C. Spērō hospitēs advēnisse.
- D. Spectābāmus gladiātōrēs quī pugnārent fortissimē.
- E. Quīnque annōs habitābāmus Rōmae.



PERFORMANCE CHARACTERISTICS AND SCORING SCALE FOR THE ENGLISH-TO-LATIN TRANSLATION ASSIGNMENT

English-to-Latin Translation Assignment Performance Characteristics

The following characteristics guide the scoring of responses to the English-to-Latin translation assignment.

MEANING	extent to which the Latin translation captures the meaning of the English sentence and appropriately preserves the key concepts and relations expressed in the English sentence
GRAMMAR	accuracy in the application of rules of Latin syntax and morphology
SPELLING	accuracy in the application of rules of Latin spelling



English-to-Latin Translation Assignment Score Scale

Scores will be assigned to each response to the English-to-Latin translation assignment according to the following scoring scale.

SCORE POINT	SCORE POINT DESCRIPTION
4	<p>The "4" response reflects a thoroughly accurate and appropriate translation of the stimulus sentence from English into Latin.</p> <ul style="list-style-type: none">• The Latin translation accurately captures the meaning of the stimulus sentence and introduces no extraneous content.• The Latin translation conforms to the rules of Latin syntax and morphology.• The Latin translation conforms to the rules of Latin spelling.
3	<p>The "3" response reflects a generally accurate and appropriate translation of the stimulus sentence from English into Latin.</p> <ul style="list-style-type: none">• The Latin translation largely captures the meaning of the stimulus, though some minor aspects of the meaning may have been lost or slightly distorted, or some extraneous content may have been introduced.• The Latin translation generally conforms to the rules of Latin syntax and morphology, though it may contain grammatical errors that do not substantially interfere with the communication of the meaning of the stimulus sentence.• The Latin translation generally conforms to the rules of Latin spelling, though the translation may contain minor spelling errors.
2	<p>The "2" response reflects a partially accurate translation of the stimulus sentence from English into Latin.</p> <ul style="list-style-type: none">• The Latin translation partially captures the meaning of the stimulus sentence; important aspects of the meaning may have been lost or distorted, and/or extraneous content may have been introduced.• The Latin translation shows a limited, possibly inaccurate or inappropriate application of the rules of Latin syntax and morphology, and may contain grammatical errors that interfere with the communication of the meaning of the stimulus sentence.• The Latin translation partially conforms to the rules of Latin spelling, though there may be multiple spelling errors.
1	<p>The "1" response reflects an inaccurate translation of the stimulus sentence from English into Latin.</p> <ul style="list-style-type: none">• The Latin translation does not capture the meaning of the stimulus sentence; essential aspects of the meaning are lost or distorted, and/or extraneous content has been introduced.• The Latin translation shows an inaccurate or inappropriate application of the rules of Latin syntax and morphology, and contains grammatical errors that prevent communication of the meaning of the stimulus sentence.• The Latin translation does not conform to the rules of Latin spelling.
U	The response is unscorable because it is unrelated to the assigned topic or off-task, illegible or inaudible/incomprehensible, not primarily in the required language, not of sufficient length to score, or merely a repetition of the assignment.
B	The answer area is blank.



TEST DIRECTIONS FOR THE ORAL READING ASSIGNMENT

A sample of the directions for the oral reading assignment is shown in the box below.

DIRECTIONS FOR THE ORAL READING ASSIGNMENT

For this section of the test, you will read aloud a passage that is presented on-screen. You will have two minutes to read the passage silently, then three minutes to record your reading of the passage by speaking into a microphone. Once recording has begun, it cannot be stopped, nor can you re-record your response. **Your score for this section will be based solely on the oral reading recorded.**

Your oral reading will be evaluated on the basis of the following criteria:

PRONUNCIATION: appropriateness and consistency of the articulation of individual sounds and words

PHRASING: accuracy of the placement and duration of pauses and appropriateness of the grouping and phrasing of syntactic constructions

RHYTHM: appropriateness of rate and tone of speech

FLUENCY: coherence and ease of expression

EXPRESSIVENESS: accuracy of comprehension of the meaning and expressed mood of the text

You may use either classical or ecclesiastical pronunciation, but whichever you choose, it should be used consistently. Through your oral reading, you are expected to demonstrate your comprehension of the text and your facility with Latin as a spoken language.

The oral reading assignment and a Recorded Answer box will appear on the next screen. A sample of the Recorded Answer box appears below.

When you are ready, click **Next** and begin reading the oral reading assignment passage. The Recorded Answer box will count down the time until recording begins. You will have two minutes to review the assignment and practice reading the passage. Be sure not to begin speaking until the status on the Recorded Answer box changes to read the number of seconds remaining.

You will then have 3 minutes to record your oral reading of the passage in Latin. You can monitor your time remaining by referring to the Recorded Answer box. The time will count down from 180 seconds (3 minutes) and the status bar will fill as time progresses.

When your time is up, the current status on the Recorded Answer box will change to "completed" indicating the conclusion of the assignment. Once the status in the Recorded Answer box changes to "completed," select the **Next** button to continue with the remainder of the test. Do not click **Next** until you have finished recording your response.

You will have only **ONE** opportunity to record your response to each assignment. Select the **Next** button when you have finished reading these directions and are ready to begin the oral reading section of the test. Be sure you have your headset on and that the microphone is in a downward position near your mouth before proceeding. Once you select the **Next** button, the timed assignment will begin and you **WILL NOT** be able to return to these directions.



SAMPLE ORAL READING ASSIGNMENT

Read silently the passage below. You will have two minutes to practice reading the passage. When the current status on the Recorded Answer box automatically changes to "time remaining," begin reading the passage aloud at a normal speed and with appropriate pronunciation. Your oral reading will not be evaluated on the basis of its dramatic qualities. You may use either classical or ecclesiastical pronunciation, but whichever you choose, you should use it consistently. Note elisions in your reading. You will be given a total of three minutes to complete your reading. Monitor your preparation and recording time by referring to the Recorded Answer box. You may begin silently reading the passage now.

Vastae tum in hīs locīs sōlitūdinēs erant. Tenet fama cum fluitantem alveum, quō expositī erant puerī, tenuis in siccō aqua dēstituisset, lupam sitientem ex montibus quī circā sunt ad puerīlem vāgītum cursum flexisse ; eam submissās īfantibus adeō mītem praebuisse mammās ut linguā lambentem puerōs magister rēgīī pecoris invēnerit—Faustulō fuisse nōmen ferunt ; ab eō ad stabula Larentiae uxōrī ēdūcandōs datōs. Sunt quī Larentiam volgātō corpore lupam inter pastōrēs vocātam putent ; inde locum fābulae ac mīrāculō datum.

(Livy, *Ab Urbe Condita* I.4.6–7)



STRONG RESPONSE DESCRIPTION FOR THE SAMPLE ORAL READING ASSIGNMENT

A strong response to the oral reading assignment would consist of an oral reading delivered with an awareness of the author's use of language, i.e., varying the vocal tone and rate of the reading to produce a spoken rhythm that matches the sense of the text. The reader would articulate words accurately and consistently and place the proper stress on syllables. The reader's phrasing would reflect an awareness of the grouping of words linked syntactically and semantically. The reader would pause the oral reading where appropriate. The oral reading would have few breaks in fluency, and the passages would be read with an ease of expression that demonstrates an appreciation of the phrasing of sentences and clauses. There would be coherence in the reader's reading expression that reflects an accurate understanding of the meaning, tone, and mood of the passage.



PERFORMANCE CHARACTERISTICS AND SCORING SCALE FOR THE ORAL READING ASSIGNMENT

Latin Oral Reading Assignment Performance Characteristics

Each candidate's response is scored holistically based on the extent to which the response reflects a command of the skills included in the following performance characteristics.

PRONUNCIATION	appropriateness and consistency of the articulation of individual sounds and words
PHRASING	accuracy of the placement and duration of pauses and appropriateness of the grouping and phrasing of syntactic constructions
RHYTHM	appropriateness of rate and tone of speech
FLUENCY	coherence and ease of expression
EXPRESSIVENESS	accuracy of comprehension of the meaning and expressed mood of the text



Latin Oral Reading Assignment Score Scale

The four score 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	<p>The "4" response reflects a thorough application and strong command of the performance characteristics for the oral reading assignment.</p> <ul style="list-style-type: none"> • The reader pronounces words accurately and consistently, with proper syllabic accent. • The reader groups together words that are linked syntactically and semantically, pausing where appropriate. • The reader attends to the writer's use of sound by varying rate and vocal tone to produce a spoken rhythm that matches the sense of the text. • The reader rarely stumbles over words, and coherently expresses the text in phrases and clauses rather than as a sequence of words. • The reader demonstrates comprehension of the passage and the ability to express the meaning, tone, and mood of the passage.
3	<p>The "3" response reflects a general application and command of the performance characteristics for the oral reading assignment.</p> <ul style="list-style-type: none"> • The reader pronounces most words accurately and consistently, generally with proper syllabic accent, although word, syllable, and accent inaccuracies may be present. • The reader generally groups words that are linked syntactically and semantically; pauses are mostly appropriate. • The reader shows an awareness of the writer's use of sound by occasionally varying rate and vocal tone to produce a spoken rhythm that attempts to match the sense of the text. • The reader occasionally stumbles over words, but generally expresses the text in phrases and clauses rather than as a sequence of words. • The reader generally demonstrates comprehension of the passage and some ability to express the meaning, tone, and mood of the passage.
2	<p>The "2" response reflects a partial application and limited command of the performance characteristics for the oral reading assignment.</p> <ul style="list-style-type: none"> • The reader pronounces some words accurately and consistently, but omission and/or confusion of syllables and improper accentuation are noticeable. • The reader sometimes groups words that are linked syntactically and semantically, but pauses often seem random or inappropriate. • The reader shows some awareness of the writer's use of sound; generally does not vary rate or vocal tone in accordance with the sense of the text. • The reader often stumbles over words; frequently expresses the text as a sequence of words rather than in phrases or clauses. • The reader demonstrates little comprehension of the passage and an inability to express the meaning, tone, and mood of the passage.
1	<p>The "1" response reflects a weak application and little or no command of the performance characteristics for the oral reading assignment.</p> <ul style="list-style-type: none"> • The reader pronounces few words accurately, often omits or confuses syllables, and applies accent improperly. • The reader rarely or never groups words that are linked syntactically and semantically; pauses seem random. • The reader shows very little or no awareness of the writer's use of sound; does not vary rate or vocal tone in accordance with the sense of the text. • The reader frequently stumbles over words and reads the text as an incoherent sequence of words. • The reader shows very little or no comprehension of the passage and no ability to express the meaning, tone, and mood of the passage.
U	The response is unscorable because it is unrelated to the assigned topic or off-task, illegible or inaudible/incomprehensible, not primarily in the required language, not of sufficient length to score, or merely a repetition of the assignment.
B	The answer area is blank.