



Sample Test Questions

Designated World Languages: Latin



SAMPLE TEST QUESTIONS

The sample test questions 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.

Work through the sample questions carefully before referring to the answer key that follows. The answer key provides the correct response for each question and lists the objective within the test framework to which each question is linked. When you are finished with the sample questions, you may wish to review the test objectives and descriptive statements provided in the test framework for this test field.

In addition to reading and answering the sample questions, you should also utilize the following preparation materials available on the WEST Web site:

- 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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Read the passage below; then answer the three questions that follow.

Poëtae tenerō, meō sodālī,
velim Caeciliō, papyre, dīcās
Vērōnam veniat, Novī relinquēns
Cōmī moenia Lāriumque lītus.
nam quāsdam volo cōgitātiōnēs 5
amīcī accipiat suī meīque.
quārē, sī sapiet, viam vorābit,
quamvīs candida mīliēs puella
euntem revocet, manūsque collō
ambās iniciēns roget morārī. 10
quae nunc, sī mihi vēra nūntiantur,
illum dēperit impotente amōre.
nam quō tempore lēgit incohātam
Dindymī dominam, ex eō misellae
ignēs interiōrem edunt medullam. 15
ignōscō tibi, Sapphicā puella
mūsā doctior ; est enim venustē
Magna Caeciliō incohāta Māter.
(Catullus, *Carmina* XXXV)

6. Which of the following situations best describes the outcome that Catullus is hoping for?
- A. Caecilius will choose a mistress named Dindymus.
 - B. Catullus will discuss Caecilius's work with him.
 - C. Caecilius will begin working to finish his poem.
 - D. Catullus will fall in love with Caecilius's girlfriend.

7. Which of the following is the best interpretation of the imagery in the phrase *viam vorābit* (line 7)?
- A. Caecilius will travel quickly.
 - B. Caecilius will only journey in his mind.
 - C. Caecilius will refuse to travel.
 - D. Caecilius will likely destroy the road.
8. Which of the following is the best literal translation of the sentence *Poëtae tenerō, meō sodālī, velim Caeciliō, papyre, dīcās Vērōnam veniat, Novī relinquēns Cōmī moenia Lāriumque lītus* (lines 1–4)?
- A. My poet friend, kindly send a word O papyrus page to Caecilius that he should visit me in Verona before he leaves for Novum Comum's walls and the Larian shore.
 - B. Papyrus, tell my dear friend the poet lover to ask Caecilius to abandon Verona at once, and to come over to the walls of Novum Comum and the Larian shore.
 - C. My poet friend papyrus, kindly send this page to Caecilius asking him to come visit me in Verona on his way back from Novum Comum's walls and the Larian shore.
 - D. Papyrus page, I should like you to urge my close friend, the love-poet Caecilius, to come to Verona, leaving the walls of Novum Comum and the Larian shore.



Read the passage below; then answer the two questions that follow.

Iam primum adulēscēns Catilīna multa nefanda supra fēcerat, cum 1
virgine nōbilī, cum sacerdotē Vestae, alia huiusce modī contrā iūs fāsque. 2
Postrēmō captus amōre Aurēliae Orestillae, cūius praeter fōrmam nihil 3
umquam bonus laudāvit, quod ea nūbere illī dubitābat timēns prīvīgnum 4
adulta aetate, prō certō crēditur necātō filiō vacuam domum scelestis 5
nūptiīs fēcisse. Quae quidem rēs mihi in prīmīs videtur causa fuisse 6
facinus mātūrāndī; namque animus inpūrus, dīs hominibusque īnfestus, 7
neque vigiliīs neque quiētibus sēdārī poterat: ita cōnscientia mentem 8
excītam vastābat. 9

(Sallust, *Catilina* XV.2)

9. The word *crēditur* (line 5) introduces which of the following grammatical structures?
- A. indirect statement
 - B. purpose clause
 - C. ablative absolute
 - D. result clause
10. Which of the following best restates the phrase *facinus mātūrāndī* (line 7)?
- A. facinus mātūrāndō
 - B. facinoris mātūrātī
 - C. facinus mātūrātum
 - D. facinoris mātūrāndī



11. Which of the following sentences correctly combines the two sentences below while preserving their meaning?
- Nautae ē nāve ēgressī sunt. Nautae caupōnam invenīre volēbant.
- A. Si nautae ē nāve ēgressī essent, caupōnam invēnissent.
- B. Nautae ē nāve ēgressī sunt ut caupōnam invenīre vellent.
- C. Nautae ē nāve ēgressī caupōnam invenīre volēbant.
- D. Cum nautae ē nāve ēgressī essent, tamen caupōnam invenīre volēbant.
12. The Latin phrase *habeas corpus* would most likely be used in which of the following fields?
- A. engineering
- B. law
- C. medicine
- D. athletics
13. Which of the following rivers formed part of the boundary of the Roman Empire?
- A. Danube
- B. Po
- C. Nile
- D. Tiber
14. Which of the following Roman rulers was the first to expand the Roman Forum?
- A. Trajan
- B. Augustus
- C. Julius Caesar
- D. Mark Antony
15. The *Ars Amatoria* and *Georgics* are two examples of which of the following genres of literature?
- A. didactic
- B. epic
- C. pastoral
- D. elegiac



16. Use the chart below to answer the question that follows.

<ul style="list-style-type: none">• formation of the patrician class• upper-class maintenance of death masks• worship of the Lares and Penates• operation of the patron-client system
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The developments and practices listed above best illustrate the significance of which of the following social institutions in ancient Roman society?

- A. social services
- B. the family
- C. the law
- D. education

17. Use the dialogue below to answer the question that follows.

Child: birthday cake Peter house

Parent: We had birthday cake at Peter's house.

Child: Peter truck

Parent: Peter got a truck for his birthday, didn't he?

Which of the following language acquisition processes is best illustrated by this exchange between a parent and child?

- A. The parent is using a stimulus-response-reinforcement approach to encourage language development.
- B. The child is overregularizing previously applied language rules.
- C. The parent is using conversational scaffolding to promote language development.
- D. The child is testing a grammatical hypothesis through experimentation.



18. Which of the following teaching strategies best promotes equity in world language instruction?
- A. leading students on trips abroad during school vacation periods
 - B. encouraging students from all backgrounds to enroll in world language classes
 - C. inviting language experts to address students during school assemblies
 - D. providing opportunities for world language students to collaborate with English language learners
19. A high school Latin teacher has created a rubric for evaluating accuracy and completeness of written assignments. The best modification of this rubric for a student with a learning disability would be to add an evaluation of the level of:
- A. content knowledge demonstrated by the student's work.
 - B. legibility demonstrated by the student's work.
 - C. creativity demonstrated by the student's work.
 - D. improvement demonstrated by the student's work.
20. A Latin teacher learns that the local university is having a lecture by an archaeologist who studies Roman civilization. The teacher invites the speaker to visit the classroom and participate in a question-and-answer session about studying an ancient culture with students. This activity best illustrates the teacher's awareness of the importance of:
- A. providing a model of lifelong language learning.
 - B. appealing to students' interests in the language classroom.
 - C. scaffolding students' language development.
 - D. making connections beyond the language classroom.



ANSWER KEY

Question Number	Correct Response	Test Objective
1	C	0001
2	D	0002
3	A	0003
4	A	0001
5	B	0003
6	B	0002
7	A	0003
8	D	0004
9	A	0006
10	D	0005
11	C	0006
12	B	0007
13	A	0008
14	C	0008
15	A	0009
16	B	0010
17	C	0011
18	B	0011
19	D	0012
20	D	0013