As a general rule, students will more likely believe that open-ended questions need more insight to answer than do multiple choice questions. As teachers we know that is not necessarily true, but with very little effort you can take a comprehension passage and convert multiple choice questions to open-ended questions, and be able to grade them relatively quickly. Granted, nothing will be as quick as machine scoring, but it is worth the effort to make this switch.

While you are revising items, remember that at midterm or final exam time, you should be trying to get a feel for where your students are individually and as a group in relation to developing the important reading skills. The achievement test and quizzes before this point should demonstrate how well the students are learning the nuts and bolts, such as endings or case usage.

Below is an example of a sample Latin text for a test, some comprehension questions, and the key words that you can easily note for scoring as you scan the students’ answers. You should create these benchmarks ahead of time so that if more than one person is grading the exam, there will be consistency.

This text is appropriate for a student at the lower band of Intermediate.

**LATIN FOR THE NEW MILLENNIUM: LEVEL 1**  
**COMPREHENSION QUESTIONS FOR WORKBOOK, LEVEL 1, EXERCISE 6, P. 60**


1. To whom does Is (line 1) refers?

**Possible answers: Horace, Horatius, the soldier**
2. The sentence *Multī nostrum in bellō occīduntur* (lines 1–2) tells us that Horace is concerned that:

*Many of our men are killed in war. (Remember this is not a translation, so some variation is acceptable, as long as it shows an idea of what is going on.)*

3. The subject of *iubent* (line 2) is:

Possible answers: leaders, generals, commanders; students can also cite the Latin *ducēs*

4. To whom does *eōrum* (line 2) refer?

Possible answers: leaders, generals, commanders; students can also cite the Latin *ducēs*

5. Identify a noun or pronoun that is in the accusative case and functions as a direct object.

Possible answers: *nōs, verba, eum, vītam, scūtum*

6. *Bonum et pulchrum est prō patriā morī* (line 3) is best translated:

>You should decide on acceptable answers beforehand so you don’t have to stop too often. For example, are “It is a good and beautiful thing to die . . .” and “It is good and beautiful to die . . .” equal?

7. Paraphrase the final sentence (*tunc . . . fugit*).

>You are looking for something that shows that the student understands that Horatius is rejecting war. This is not a translation question.