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The National Latin Exam is pleased to be rolling out some changes for the upcoming exam administration in March 2021. It will be important for teachers to understand the changes so they can enroll their students for the correct exams.

First, we are changing the names of the exams so that they are no longer tied in to a particular year of Latin, since what one school covers in “Latin 1” may be drastically different from what another school does. This will allow teachers more flexibility in choosing the exams that best fit with their curriculum and the needs of their students. Of course, the National Latin Exam is not based on any one textbook or curricular model, so there will never be a “perfect fit” in terms of covering every topic which might be on a particular program’s syllabus. In addition, certain exams may be taken more than once, if that is what makes most sense for your program (see list and chart below).

### BIG CHANGES TO THE 2021 EXAMS

<table>
<thead>
<tr>
<th>Former Exam Name</th>
<th>2021 Exam Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Latin</td>
<td>*Introduction to Latin Exam (may be taken once)</td>
</tr>
<tr>
<td>Latin I</td>
<td>**Beginning Latin Exam (once or twice)</td>
</tr>
<tr>
<td>Latin II</td>
<td>Intermediate Latin Exam (once or twice)</td>
</tr>
<tr>
<td>Latin III</td>
<td>Intermediate Latin Reading Comprehension Exam (once or twice)</td>
</tr>
<tr>
<td>Latin III-IV Prose</td>
<td>***Advanced Latin Prose Exam</td>
</tr>
<tr>
<td>Latin III-IV Poetry</td>
<td>***Advanced Latin Poetry Exam</td>
</tr>
<tr>
<td>Latin V-VI</td>
<td>Advanced Latin Reading Comprehension Exam</td>
</tr>
</tbody>
</table>

* suitable for the 1st year of a 2-year Latin 1 program (Latin ½)
** most programs will start here
*** students may take each of these once, or one of them twice

The one exam that is changing format as well as name is the Intermediate Latin Reading Comprehension Exam, which is replacing the Latin III exam. This exam will be passage-based, with two or three passages of adapted or composed Latin, and the majority of questions will be reading comprehension based on the passages. There will be some questions that test “how best to translate” which requires an understanding of underlying grammatical concepts. In addition, there will be several questions that assess an understanding of the context of the passages through questions on related historical, cultural, and/or mythological topics. However, there will be no “stand-alone” grammar questions (as #1-20 of the other exams) or culture questions (as #21-30 on the other exams). It will be similar in structure to the Latin V-VI (now Advanced Latin Reading Comprehension) passage-based exam, but with simpler, modified passages. The NLE will have a sample Intermediate Latin Reading Comprehension Exam ready by early summer.

For those of you who have been stalwart supporters of the NLE for years and like it “the way it is“ - you will find that for most exams, the new name does not reflect a new format or new syllabus. If you choose, you can continue to offer the exams you have always offered. However, for teachers who have felt frustrations that the progression of the exams does not line up with their program, our hope is that the new exam titles and new Intermediate Latin Reading Comprehension Exam will allow a better fit. We will trust that teachers will use their professional judgment in progressing their students through the exams (since the special book awards are offered for receiving perfect scores on 3+ or gold medals on 4+ different exams). So if taking the Elementary or Intermediate exam twice helps you match up your curriculum to our tests, that is fine.

Teachers have always had some options about which exams are best suited for their programs in Latin III and above (e.g., taking Latin III or moving into the III-IV Prose or III-IV Poetry test) - now that flexibility has been extended to the earlier levels. By this summer, more details and FAQs will be available on the website, as well as (minor) changes to the syllabi (for the most part only the names will have changed, except for the Latin III/Intermediate Latin Reading Comprehension exam). If you have any questions about these changes or how your program might fit into the new exam progression, don’t hesitate to ask by sending a short email to the addresses below. One of the co-chairs will get back to you as soon as we can.

Bottom-line - if the “old” NLE worked well for you and your program - don’t worry, you should be able to proceed as you have for most levels. If your program didn’t quite fit - we hope these options will help you and your students find new excitement and success on the NLE!

Mark Keith (mark.keith@nle.org)
Co-Chair, National Latin Exam

Patricia Lister (patty.lister@nle.org)
Co-Chair, National Latin Exam
The National Latin Exam continues to develop and grow

The aim of the National Latin Exam is to provide every Latin student the opportunity to experience a sense of personal accomplishment and success in studying the Latin language and culture. Additionally, the NLE is dedicated to the promotion and advocacy of the teaching, learning, and scholarship of the Latin language for all. These values have helped to instruct our growth and prioritize our actions.

Since its infancy, the NLE has promoted the study of the Latin language by giving recognition and awards for outstanding work and offering scholarships to those students who have excelled. Both of these aims have left a lasting impact beyond the reach of our assessments. Taking the NLE has motivated countless students to explore the benefits and contributions of the classical world and has stimulated further interest in others in learning and teaching Latin. Additionally, the NLE has been a visible presence for the past forty years at numerous professional conferences and workshops. Through scholarship opportunities, the NLE continues to support and fund opportunities for both students and educators who promote and encourage the study of the classics in their work. In fact, the NLE has been taken more than 4 million times across the country and around the world.

While many students have been delighted to receive a certificate or medal (and since 1985 even scholarship money), the NLE recognizes that we must do better as we strive to offer a positive and rewarding activity for all involved. In the past, the NLE has asked questions and included passages which made light of or misrepresented enslaved people and the institution of slavery, perpetuated prejudice against persons of color, portrayed women in characters and roles subservient to men, and sanitized as love stories myths containing rape. We realize this content has been hurtful and offensive, and for these transgressions we sincerely apologize.

Guided by our Diversity and Inclusion Statement of March 2019, the NLE continues to affirm our commitment to diversity and inclusion and is actively working to address concerns and enact positive and meaningful changes. The NLE is taking progressive steps to make our assessment more inclusive and available for all test-takers. We are working currently to review our recruiting goals to help us identify and cultivate a rich, diverse, and sustainable pipeline of future writers, readers, and committees.

Supporting Diversity, Equity, and Inclusion

- Formation of our DEI Committee: A committee of three Diversity, Equity, and Inclusion readers, Melissa Deokaran, Woonjin Kim, and Skye Shirley, proofread every question and passage for the 2020 exams. This committee offered valuable feedback which directed our editing of the exams, and then again reread the edited versions. These readings resulted in discarding questions and even passages that would not affirm every child taking the exam. Because this experience was so successful, we will continue this process when writing future exams.
- Reaching out to others: We had an outside consultant, the late Dr. Keely Lake, review the on-line app on the NLE website and we have completed the process of editing or removing insensitive and objectionable questions that do not reflect the shared goals and beliefs outlined in our Statement. Furthermore, after the testing window closed on the 2020 exam, we reviewed the 1999-2019 exams posted on the NLE webpage and in our publication Discitur Legendo and begin removing offensive and problematic content out of line with our Statement.
- Going forward: As we write future exams, the NLE will strive to be more aware of the issues of race, gender, sexual orientation, and social class through the creation, review, and editing process. Members of the Writing Committee are receiving on-going diversity training on these topics.

Creating Opportunities for a More Inclusive Future

In 2016, in addition to the 21 scholarships awarded to high-achieving students, the NLE was pleased to announce 5 new scholarships to be awarded to those striving to become Latin teachers. Re-named in 2019 after one of the “founding mothers” of the NLE, the Linda S. Montross New Latin Educator Scholarships offers $2000 scholarships for those on the path to becoming a Latin teacher. This scholarship opportunity is open to anyone from high school seniors to master’s degree students and is renewable for up to 5 years. This scholarship also includes informal mentoring and an opportunity to attend an ACL in order for the recipient to begin the process of networking and collaborating with future colleagues. In an effort to cast the widest net possible, this scholarship opportunity is for all Latin students; one does not even need to have taken the NLE to apply.

Given the success of the program, and the continuous need to produce Latin teachers to fill the positions left by those retiring, just this past summer we have decided to award up to ten of the Montross New Latin Educator Scholarships beginning in 2020. These five new scholarships have been shifted from those previously given only to seniors earning a gold medal to those who intend to teach future generations of Latin learners. These repurposed funds are earmarked to reach all audiences. We continue to empower students and educators at all levels.

Helping Us Grow and Engage with the Community

How does one become a member of one of the various committees of the National Latin Exam? The NLE has grown by leaps and bounds since its inception in 1977. For the first 35 years of the NLE, writers had to live in a small geographic area so they could drive to afternoon meetings to develop the exams. With the advent of reliable electronic meetings, writing members can now be “virtually” present to read, discuss, and edit. Other members include consultants, an advisory committee, and scholarship committees whose members hail from all regions of the United States. We have periodically solicited applications for these committees in our newsletter and followed up on nominations received from peers. To ensure transparency in selecting future committee members, including those on the writing committee, we will have all prospective candidates complete an application before being interviewed for any position.

Committing to Doing More

We believe that the NLE should be available to everyone. The NLE is looking into the creation of a program which makes some funds available to economically disadvantaged schools or Title I schools on a first-come, first-served basis. This targeted assistance will be used to help economically disadvantaged students to take the exam on a free or reduced cost basis.

For the NLE, inclusion and diversity means bringing everybody in. Thus, we are aiming for the 2021 test administration to find out more about our audience. As such, we are committed to collecting demographic data to identify and benchmark our test-taking audience. We are presently working with the leadership of the American Classical League and most recently met with a consultant to determine how we can collect this data sensitively and correctly in order to receive meaningful results. We hope to utilize that information to inform our own internal planning and to share that data with the greater teaching community, as an opportunity to reflect on our on-going diversity and inclusion work and as a way to be a conscientious steward in making consistent progress over time.

In conclusion, the National Latin Exam sees diversity and inclusion as vital to the future of the Latin language and its scholarship. We will strive to be an inclusive assessment for everyone in both words and deeds. With a future focus on collaboration and less on competition, we hope that these small efforts now will ultimately lead to a better NLE experience for both students and educators alike.

Mark Keith, Co-Chair
Patty Lister, Co-Chair
Members of the NLE Committee
What a pleasure it is to announce the 2020 Linda S. Montross New Latin Educators Scholarship winners! This is the fifth year for this award, and ten awards were named, doubling the number of winners recognized per year. The applicants hailed from twenty-two states, including Alabama, California, Georgia, Illinois, Kansas, Kentucky, Maine, Maryland, Massachusetts, Michigan, Missouri, New Hampshire, New Jersey, New York, North Carolina, Ohio, Pennsylvania, Tennessee, Texas, Utah, Virginia, and Washington.

The committee, composed of Kristen Bortner, John Chu, Sarah Palumbo, David Volk, Ben Watson, and Mark Keith (ex officio), found the competition incredible and fierce. Yet, each remarked how uplifting it was to read the essays and letters of recommendation. A special thank you goes to David Volk and Ben Watson for their five years of service as they will rotate off the committee in June.

The scholarships are renewable for however long the recipients are students enrolled in a bachelor’s or master’s degree program with the intention of teaching Latin at the K-12 level. The maximum funding is four years for a bachelor’s degree and two years for a master’s degree. In addition, the NLE will cover the cost of attending one American Classical League Institute occurring from the end of their junior year in college through their third year of teaching. Recipients will be offered informal mentoring by experienced Latin teachers for the first three years of teaching.

Please join the committee in congratulating these Linda S. Montross New Latin Educators Scholarship winners!

Sue Robertson and Margaret Hicks
Linda S. Montross New Latin Educators Scholarship Co-Chairs
The National Latin Exam, sponsored by the American Classical League and the National Junior Classical League, is a 40-question, multiple-choice test with a time limit of 45 minutes, offered to students on seven levels. On the Introduction to Latin, Latin I, Latin II, Latin III, Latin III/IV Prose, and Latin III/IV Poetry exams, there are questions on grammar, comprehension, mythology, derivatives, literature, Roman life, history, geography, oral Latin, and Latin in use in the modern world. The Latin V-VI exam contains two Latin passages as the basis for questions on grammar, comprehension, historical background, classical literature, and literary devices.

The philosophy of the National Latin Exam is predicated on providing every Latin student the opportunity to experience a sense of personal accomplishment and success in his or her study of the Latin language and culture. This opportunity exists for all students since, in the National Latin Exam, they are not competing with their fellow students on a comparative basis, but are evaluated solely on their own performance on the exam. The basic purposes of the NLE are to promote the study of Latin and to encourage the individual student.

The National Association of Secondary School Principals has voted to place the National Latin Exam on the Advisory List of National Contests and Activities for 2020-2021. This list will be distributed to all secondary schools in the United States in September of 2020.

THE EXAM BY THE NUMBERS

The 43rd annual National Latin Exam was administered to 113,628 students in the three-week testing window between late February and early March 2020. (Because of COVID-19, the testing window was extended through late March this year.)

128,028 students were registered for the exam; 88.8% actually sat for the exam.

- In the United States, the exam was administered in all 50 states and the District of Columbia.
- Outside of the United States, 1,813 students from Australia, Belize, Canada, China, France, Germany, Indonesia, Italy, Jordan, Malaysia, New Zealand, Republic of Georgia, Russia, South Korea, Spain, Switzerland, Taiwan, the United Arab Emirates, the United Kingdom, and, for the first time, Ireland participated. This number represents 1.6% of the total participants.
- The exam was administered in 2,989 schools, including 22 colleges and 10 elementary schools.
- 4,773 students took the exam in 903 home schools. This number remains the fastest growing population of participants.
- The exam was administered online in 412 schools. A total of 10,704 students took the exam online.

The charts (shown to the right) indicate the states with the greatest number of students taking the 2020 exam and those states showing the greatest percentage of increase in participants.

GENERAL AWARDS

On the 2020 exams, 42,859 (37.7%) earned awards. Students who received a score above the national average on each level were recognized. The chart below shows the average scores and the number of awards by level of exam and category.

<table>
<thead>
<tr>
<th>Level of Exam</th>
<th>Total Students</th>
<th>Average Score</th>
<th>Perfect Scores</th>
<th>Gold Medal/Summa Cum Laude</th>
<th>Silver Medal/Maxima Cum Laude</th>
<th>Magna Cum Laude</th>
<th>Cum Laude</th>
<th>Total Awards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro</td>
<td>20,964</td>
<td>31</td>
<td>709</td>
<td>3,952 Ribbons and Certificates of Outstanding Achievement</td>
<td>4,441 Certificates of Achievement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Latin I</td>
<td>37,499</td>
<td>29</td>
<td>665</td>
<td>4,588</td>
<td>5,491</td>
<td>3,903</td>
<td>3,810</td>
<td>17,792</td>
</tr>
<tr>
<td>Latin II</td>
<td>26,208</td>
<td>28</td>
<td>256</td>
<td>3,091</td>
<td>3,567</td>
<td>2,712</td>
<td>2,740</td>
<td>12,110</td>
</tr>
<tr>
<td>Latin III</td>
<td>13,630</td>
<td>24</td>
<td>32</td>
<td>1,688</td>
<td>1,518</td>
<td>2,092</td>
<td>2,029</td>
<td>6,120</td>
</tr>
<tr>
<td>Prose III</td>
<td>3,239</td>
<td>25</td>
<td>29</td>
<td>380</td>
<td>386</td>
<td>411</td>
<td>292</td>
<td>1,469</td>
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<tr>
<td>Prose IV</td>
<td>4,247</td>
<td>26</td>
<td>26</td>
<td>487</td>
<td>432</td>
<td>555</td>
<td>378</td>
<td>1,852</td>
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<td>Poetry III</td>
<td>1,061</td>
<td>21</td>
<td>2</td>
<td>131</td>
<td>138</td>
<td>124</td>
<td>87</td>
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<tr>
<td>Poetry IV</td>
<td>4,316</td>
<td>25</td>
<td>59</td>
<td>487</td>
<td>514</td>
<td>539</td>
<td>382</td>
<td>1,922</td>
</tr>
<tr>
<td>Latin V</td>
<td>2,100</td>
<td>29</td>
<td>24</td>
<td>295</td>
<td>188</td>
<td>240</td>
<td>220</td>
<td>943</td>
</tr>
<tr>
<td>Latin VI+</td>
<td>364</td>
<td>30</td>
<td>12</td>
<td>59</td>
<td>38</td>
<td>37</td>
<td>37</td>
<td>171</td>
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<tr>
<td>Totals</td>
<td>113,628</td>
<td>1,814</td>
<td>11,206</td>
<td>12,272</td>
<td>10,613</td>
<td>8,768</td>
<td>42,859</td>
<td></td>
</tr>
</tbody>
</table>

Continued on Next Page
SPECIAL AWARDS

There were 1,105 perfect papers in Latin I-VI. All students performing at this level will receive a special, hand-lettered certificate. A congratulatory letter will be sent to the principal of each school with copies for the student, the Latin teacher, and the student’s permanent record. The twenty-four students who have three years of perfect papers, the six students who have four years of perfect papers, and the one student who has five years of perfect papers are being sent the Carter Stubbs Drake Good Memorial Book Award in addition to the special certificate.

In the Introduction to Latin Exam, the 709 students who answered all 40 questions correctly will be sent a special congratulatory letter in addition to a special certificate of merit for a perfect score.

The Maureen O’Donnell Oxford Classical Dictionary Award, given to students who win four gold medals, is being sent to 423 students this year in recognition of their outstanding achievement. The 122 students who have won five gold medals, the six students who won six gold medals, and the one student who won seven gold medals will be sent special book awards. The names of the winners of perfect papers will be published in Torch U.S., the publication of the National Junior Classical League.

SCHOLARSHIPS AND MONETARY AWARDS

There were 646 seniors who won gold medals on the Latin III, Latin III-IV Prose, Latin III-IV Poetry, or the Latin V-VI Exam. These students are eligible for one of the sixteen $2,000 scholarships, including one from an anonymous donor. In addition, a $2,000 scholarship, the National Latin Exam Sally R. Davis Graduate School Scholarship, will be awarded for post graduate study leading to the teaching of Latin and/or Greek at the elementary, intermediate, or high school level. These scholarship awards will be announced this summer. The scholarship recipients from 2019, 2018, and 2017 are eligible for an additional $2,000 if they continue their study of Latin and/or Greek. As juniors and seniors, NLE scholarship recipients must have declared a major in Classics, Latin, or Greek. Ian Hochberg was the winner of the Sally R. Davis Graduate School Scholarship for the 2019-2020 academic year. Ian was pursuing his Masters of Education at the Harvard Graduate School of Education.

The National Latin Exam is also proud to offer the Christine Fernald Sleeper Educational Travel Award. This award, up to $5,000, will be presented annually to current Latin teachers who wish to pursue further study in Latin teaching and pedagogy. This award is named in honor of Jane Hall, who founded the NLE in 1977 and whose energy and commitment led to the exam which exists today. The recipients of this year’s award are Caroline Mills and Daniel Ristin. Linda Montross is chair of the committee which administers this award.

The John Donohue Award is given to graduating college seniors who have maintained their National Latin Exam Scholarship for the entirety of their undergraduate career. This award is named in memory of a truly special member of the National Latin Exam family, John Donohue, who passed away in 2014. Our 2020 John Donohue Memorial Award recipients are Katerina Banks, University of Kentucky; Ruby Ladd, Washington University in St. Louis; Brigid Lahiff, University of Oxford-Regent’s Park College; Liam O’Toole, The College of the Holy Cross; and Christina Pao, Yale University.

As mentioned in this newsletter, this year marked the fifth year for the Linda S. Montross New Latin Educators Scholarship, a $2,000 renewable scholarship awarded to students who are pursuing a career as a Latin teacher. This year there were ten winners: Joseph Arnsbary (VA), Catherine Close (WA), Madison Dalton (PA), Kimberly Gilmore (MA), Arjun Guidroz (VA), Daniel Nosonowitz (NY), Leanna Rudin (NJ), Christopher Speed (TX), Harrison Theriault (MA), and Lily Zhu (MA). Sue Robertson, a member of the NLE Writing Committee, and Margaret Hicks are co-chairs of the committee that administers this award.

THE NUTS AND BOLTS

In September, the National Latin Exam office sent registration forms for the 2020 National Latin Exam to teachers who participated in the 2019 NLE. When the registrations, along with payment, were sent back to the NLE office, the staff mailed to each teacher a postcard verifying the number of registrants and informing the teacher that the exams and answer sheets would be mailed by the United Parcel Service to the exam administrator or principal by February 20, 2020.

The 2020 exam required sixteen working sessions averaging three and a half hours each to complete the work associated with the exams. In addition to the general working sessions, each member of the Writing Committee spent countless hours taking care of specific tasks such as writing exam questions, answering correspondence, word processing, record keeping, publicizing the exam, ordering supplies, and writing newsletter articles.

Clement Testing Service mailed out the exams, answer sheets, and instructions and scored the returned answer sheets. The company also e-mailed results to the teacher by April 20, 2020. In order to help teachers and students assess strengths and weaknesses, the percent correct for each question throughout the nation as well as for the individual school was included.

The office of the National Latin Exam is located on the campus of the University of Mary Washington in Fredericksburg, Virginia. The NLE Office Manager Janine Kuty, Administrative Assistant/Data Entry Specialist Ellen Smith, and student aide Vivian Hyatt tended to numerous NLE matters such as registering schools for the exam, processing exam fees, answering daily phone calls and e-mails, handling bookkeeping, and mailing postcards, award letters, and Perfect Paper Certificates.
COMMITTEES OF THE NLE

The National Latin Exam functions under the guidance and direction of five committees: the Executive Committee, the Writing Committee, the Advisory Committee, the Scholarship Committee, and the Linda S. Montross New Latin Educators Scholarship Committee:

- The Executive Committee for the 2020 exam consists of Mark Keith, Co-Chair, Patricia Lister, Co-Chair, Betty Merrill, Treasurer, and Lauren Rogers, Member-At-Large. This committee oversees the administrative duties of the NLE and directs the work of the other committees.

- The Writing Committee consists of Mark Keith, Patricia Lister, Joe Davenport, Donna Dollings, Debra Heaton, Ian Hochberg, Betty Merrill, Micheal Posey, Sue Robertson, and Lauren Rogers. Jane Hall and Linda Montross have been honored with emerita status. The committee began writing this year's exams in the spring of 2019. By the middle of August it began the difficult task of reviewing and editing each exam with respect to the level of difficulty, accuracy, and content. After several revisions, the exams were sent to consultants Michael Bales, David Bloch, Sally Davis, Amy Elfritis, Elizabeth Heimbach, Richard LaFleur, Keely Lake, Amy Leonard, David Pellegrino, David Perry, and Wallace Ragan for their in-depth critiques. Acting upon their suggestions, the Committee made further revisions. After a final reading and revision, 173,250 copies of the exams were printed.

- The members of the Advisory Committee are Caroline Kelly, Chair (North Carolina), Kelly Kusch (Kentucky), Amy Rosevear (Colorado), Brad Savage (Illinois), Brian Warren (North Carolina), and Kristin Webster (Maryland). This committee receives comments, questions, and suggestions from teachers who give the exam. The members of this committee represent the various geographic areas of the country, middle and high schools, colleges, and public and private schools.

- The Scholarship Committee consists of Ephy Howard, Chair, and members Sarah Bjorkman, Randall Childree, Temple Eller, Robert Simmons, Michael Sloan, and Sandra Woodward. This committee reviews the scholarship applications of qualified students and awards the scholarships.

- The Linda S. Montross New Latin Educators Scholarship Committee consists of Sue Robertson, Co-Chair, Margaret Hicks, Co-Chair, and members Kristen Bortner, John Chu, Sarah Palumbo, David Volk, Ben Watson, and Mark Keith, ex officio.

ACKNOWLEDGEMENTS

The National Latin Exam wishes to recognize and thank all those individuals who work so diligently to make these exams a reality. The NLE continues to make a difference in the promotion and study of the Latin language in schools and homes around the world.

The NLE also wishes to thank all the teachers and students for their participation in this celebration of Latin.

BLOCK SCHEDULING RESULTS FOR 2020 NATIONAL LATIN EXAM

Again on the 2020 NLE registration form, teachers were asked to indicate if they taught on a semester block (4 by 4 schedule). Of the students taking the exam, 2,005 in 76 schools were taught on this type schedule. These students’ test scores were examined and compared with the mean scores of students on traditional schedules. The results are below.

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>OVERALL TOOK</th>
<th>AVERAGE</th>
<th>NON-BLOCKED SCHOOL TOOK</th>
<th>AVERAGE</th>
<th>BLOCKED SCHOOL TOOK</th>
<th>AVERAGE</th>
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</thead>
<tbody>
<tr>
<td>Intro</td>
<td>20,964</td>
<td>31</td>
<td>20,679</td>
<td>31</td>
<td>28</td>
<td>28</td>
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<tr>
<td>Latin I</td>
<td>37,499</td>
<td>29</td>
<td>36,802</td>
<td>29</td>
<td>697</td>
<td>29</td>
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<tr>
<td>Latin II</td>
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<td>25,757</td>
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<tr>
<td>Latin III</td>
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<td>13,340</td>
<td>24</td>
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<td>23</td>
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<tr>
<td>Prose III</td>
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<td>25</td>
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<td>Prose IV</td>
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<td>25</td>
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<td>Poetry III</td>
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<td>1,053</td>
<td>21</td>
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<td>19</td>
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<tr>
<td>Poetry IV</td>
<td>4,316</td>
<td>25</td>
<td>4,231</td>
<td>25</td>
<td>85</td>
<td>24</td>
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<td>Latin V</td>
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<td>2,036</td>
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<td>64</td>
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<td>Latin VI</td>
<td>364</td>
<td>30</td>
<td>351</td>
<td>30</td>
<td>13</td>
<td>28</td>
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<td>111,623</td>
<td>27</td>
<td>2,005</td>
<td>26</td>
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</table>
According to the 2020 NLE registrations, 4,773 students taking the exam were taught in home schools. These students’ test scores were examined and compared with the mean scores of students in traditional schools. The results are below.

### NATIONAL LATIN EXAM 2020 HOMESCHOOL ANALYSIS

<table>
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Newly-minted National Latin Exam Writing Committee member, Micheal Posey, currently serves as President of the Louisiana Classical Association (LCA) and is the long-time editor of PRIMA, a quarterly newsletter distributed by the American Classical League (ACL). He has been a featured presenter at several local, regional and national professional conferences on utilizing online formative assessments in the classroom and incorporating current educational technology in the world language classroom.

Posey holds a Bachelor of Arts degree from Dartmouth College (Hanover, NH) in Romance Languages: Spanish and French, coupled with equal coursework in Classics: Latin and Ancient Greek; and a Master’s Degree from Middlebury College (Middlebury, VT) along with post-graduate work at other institutions. He considers himself a lifetime learner!

In his teaching tenure, Posey has been recognized three times as a National Endowment of the Humanities (NEH) grant recipient. In 2017, Posey received the Mason A. Steward for teacher training award by the Classical Association of the Middle West and South (CAMWS). In 2020, The College Board selected Posey to attend an Advanced Placement (AP) and WE Summit held on Microsoft’s campus in Redmond, WA -- he was the only AP Latin delegate!

On the technology front, Posey is a certified Google Educator (Level 2) and was selected as a recipient of a National Security Agency (NSA) fellowship to explore cybersecurity (2017).

In 2015, Posey joined the faculty at the Episcopal School of Baton Rouge (LA). There, he currently teaches both traditional and blended courses in Latin, Spanish, all levels (I-AP), has overseen online beginning French and German students and is the sponsor of the school’s local National Junior Classical League (NJCL) chapter.

A crock-pot slow-cooker, neighborhood jogger and enthusiast of a panoply of world languages and cultures, Posey is most passionate about introducing students to meaningful global opportunities and world-connected learning.
INTRODUCTION TO LATIN

Language Questions
Hard: 10. What abbreviation indicates that a reader should pay close attention to what follows? A) N.B. B) a.m. C) etc. D) P.S. (43% knew that A is the correct answer.)
Easy: 4. Based on its Latin root, a constellation is a group of A) birds B) islands C) stars D) ships (94% knew that C is the correct answer.)

Other Questions
Hard: 25. Amīcī ā viā post equum ambulant. A) the road B) away from the road C) down the road D) near the road (36% knew that B is the correct answer.)
Easy: 18. Hodiē amīcī in viā per silvam ambulant. A) Today B) Always C) Slowly D) Happily (86% knew that A is the correct answer.)

LATIN I

Grammar Questions
Hard: 10. Omnēs Rōmānī lūdōs spectāre poterant. A) to be able B) are able C) will be able D) were able (46% knew that D is the correct answer.)
Easy: 7. Fēminae multōs librōs lēgērunt. How many books were read? A) some B) all C) few D) many (95% knew that D is the correct answer.)

Other Questions
Hard: 20. Most Romans in the city of Rome did not live in vīllīs, but A) in thermīs B) in insulis C) in templīs D) in tabernīs (41% knew that D is the correct answer.)
Easy: 24. Which city was conquered using a giant wooden horse as a trick? A) Sparta B) Athens C) Troy D) Alexandria (82% knew that C is the correct answer.)

LATIN II

Grammar Questions
Hard: 16. Rēx cōnsilium ā Marte, _____ bellī, petīvit. A) deus B) deī C) deum D) deō (17% knew that D is the correct answer.)
Easy: 21. If a teacher said to a student, “Bene respondistī,” the student had A) not paid attention in class B) answered correctly C) asked to go to the office D) insulted another student (94% knew that B is the correct answer.)

Other Questions
Hard: 28. Which number on the map was the sea on which Brundisium, an ancient seaport, is located? A) 1 B) 2 C) 3 D) 4 (48% knew that C is the correct answer.)
Easy: 24. What woman was unfairly changed into a snake-haired monster? A) Medea B) Penelope C) Medusa D) Pandora (95% knew that C is the correct answer.)

LATIN III

Grammar Questions
Hard: 17. Manēte _____, amīcī! A) domō B) domī C) domus D) domum (37% knew that B is the correct answer.)
Easy: 13. Est amicus omnibus sed vērus amicus nūllius. A) pleasing B) interested C) friendly D) hostile (96% knew that C is the correct answer.)

Other Questions
Hard: 22. The Latin abbreviation AUC for ab urbe conditā is used to express A) a location B) a date C) a city name D) a size (21% knew that B is the correct answer.)
Easy: 30. The prefix “se-” as seen in exclude, segregate, and separate means A) apart B) over C) again D) into (96% knew that A is the correct answer.)

LATIN III-IV PROSE

Grammar Questions
Hard: 3. Ūtiminī verbīs vestrīs, līberī, nōn baculīs! A) for your words B) from your words C) than your words D) your words (34% knew that D is the correct answer.)
Easy: 14. Post mortem tyrannī, omnēs metū līberātī sunt. A) than fear B) for fear C) toward fear D) from fear (85% knew that D is the correct answer.)

Other Questions
Hard: 27. What official in Rome oversaw games and maintained temples and roads? A) quaestor B) aedile C) consul D) praetor (43% knew that B is the correct answer.)
Easy: 20. The English words sponsor, spouse, and responsible, as well as the Roman ceremony of Spōnsālia, all derive from the Latin word meaning A) challenge B) remove C) fear D) promise (94% knew that D is the correct answer.)

LATIN III-IV POETRY

Grammar Questions
Hard: 18. Poēta miser ad urbem redīre cōnātus est. A) tried B) is trying C) having tried D) had tried (33.5% knew that A is the correct answer.)
Easy: 21. The line “frangitur inque sinūs scindit sēsē unda reductōs” contains an example of A) alliteration B) anaphora C) polysyndeton D) simile (82% knew that A is the correct answer.)

Other Questions
Hard: 23. What sponsor of the arts in the Augustan Age was so famous that his name is still used to describe modern patrons? A) Agrippa B) Lucretius C) Maecenas D) Tiberius (88% knew that C is the correct answer.)

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**NEW NAMES AND SEQUENCING FOR THE NATIONAL LATIN EXAM**

These changes will take effect for the 2020 Exams

1. **ADVANCED LATIN POETRY EXAM**  
   formerly called the Latin V-VI Poetry Exam  
   - the advanced level exams may be taken only twice

2. **ADVANCED LATIN PROSE EXAM**  
   formerly called the Latin V-VI Prose Exam  
   - the advanced level exams may be taken only twice

3. **INTERMEDIATE LATIN READING COMPREHENSION EXAM**  
   formerly called the Latin III Exam  
   - this exam may be taken twice

4. **INTERMEDIATE LATIN EXAM**  
   formerly called the Latin II Exam  
   - this exam may be taken twice

5. **BEGINNING LATIN EXAM**  
   formerly called the Latin I Exam  
   - this exam may be taken once

6. **INTRODUCTION TO LATIN EXAM**  
   keeping the name the same  
   - this exam may be taken once

Most programs will start here

The purple exams qualify for the NLE Scholarship

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THE NATIONAL LATIN EXAM CONSULTANTS

Every fall the Consultants critique the exams and offer suggestions for improvement to the Writing Committee. Their ideas and contributions are invaluable in the process of preparing the exams for distribution to national and international Latin students.

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These are the committee members who meet throughout the year to discuss, write, fine-tune, and proof the exams. These are all seasoned Latin teachers who have experience using a wide variety of textbooks and methods.

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The members of this committee represent the various geographic areas of the country, from both public and private middle schools, high schools, and colleges. Please feel free to contact any of these members with your comments, suggestions, questions, or concerns about the National Latin Exam.

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All 24 episodes of Forum Romanum have been converted and posted on the National Latin Exam YouTube Channel!

Here is the YouTube Custom URL for the NLE:
https://www.youtube.com/c/NleOrgVid

The Forum Romanum Companion Book is available through the American Classical League’s Teaching Materials & Resource Center (www.aclclassics.org/store).
ATTENTION ALL FORMER NLE SCHOLARS!

The National Latin Exam Newsletter is in the process of publishing a series of articles featuring former scholarship winners who have completed their undergraduate studies. NLE and the international Latin community are interested in you and would love follow-up information about your lives and careers. Please send us at the address below a brief account about where you are and what you are doing.

nle@umw.edu

or

National Latin Exam
University of Mary Washington
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Mark Your Calendars!

Here are the dates for the 2021 National Latin Exam:

February 22-26
March 1-5
March 8-12

CHECK OUT THE NLE WEBSITE!
www.nle.org

UP-TO-DATE INFORMATION ON:

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• Results, Awards, and Scholarship Information for 2020
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• Special Instructions for Home-Schoolers
• Copies of the 1999-2020 Exams

• The Syllabus for Each Level
• Contact Information for the NLE Committees and Consultants
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