The 2011 College Greek Exam
Report and Analysis

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Abstract

This article gives an analysis of the results of the third annual CGE as well as a comparison to similar results on previous exams. The paper assesses the strengths and areas for improvement for Greek students along with recommendations for improving scores. These recommendations encourage students to learn vocabulary, forms and constructions found in the syllabus for the CGE. The average score of the 2011 CGE was about 8% lower than the average of the 2010 exam. A variety of causes may be at work here: 1) The reduction of questions asking students to translate from Greek to English and 2) a significant increase in the number of students taking the exam may be another factor.

In March 2011, 370 students from 33 colleges and universities took the third annual College Greek Exam (CGE), a national exam for students of ancient Greek, typically given in their second semester of a college sequence. This article gives an analysis of the results of the 2011 CGE as well as a comparison to similar results on previous exams. The average score of the 2011 CGE was approximately 8% lower than the average of the 2010 exam. A variety of causes may be at work here, including the reduction of questions asking students to translate from Greek to English (as opposed to translating from English to Greek) and a significant increase in the number of students taking the exam. The paper also assesses the strengths and areas for improvement for Greek students along with some recommendations for improving scores. These recommendations encourage students to learn vocabulary, forms and constructions found in the syllabus for the CGE (published in the last issue of *TCL*). As the inclusion of material in the syllabus is based on frequency in Greek texts (these are forms and vocabulary students are most likely to encounter), students may not only benefit in improving their test scores but also may gain in their ability to read Greek.

Development and Philosophy of the College Greek Exam

The origins of the CGE arose from the desire to institute a separate national exam for college and university students of ancient Greek, parallel to the National Greek Exam (NGE) which is designed primarily for high school students. The CGE generally follows the format of exams such as the NGE and the National Latin Exam (NLE), but has a syllabus, vocabulary lists, and expectations geared specifically for first year students at the college level. Given the great diversity of pedagogical approaches and order of presentation of grammatical material found in Greek textbooks, the CGE does not follow any one textbook (see Appendix 2 on textbooks). Rather than adhere to a particular approach, presentation, or textbook, the syllabus for the CGE bases the inclusion of grammatical material and vocabulary on frequency (Mahoney; Major, "Frequency"). Through computer searches, it is now possible to quantify the forms and vocabulary that students are most likely to encounter in reading ancient Greek texts. Such searches at times produce some

surprising results; for example, the subjunctive and optative occur very rarely (Mahoney). This example alone has many implications for pedagogy (Major, "On Not Teaching Greek"). For a more detailed exposition of the philosophical background for the CGE, see Major-Watanabe (this article also includes copies of the pilot and 2009 CGE).

OVERALL STATISTICS

The table below presents the overall statistics of the first three College Greek Exams (2009-11) plus the 2008 pilot exam. The exam consisted of 40 multiple-choice questions divided into two parts. The first 30 questions were grammar questions, while the last ten asked students about a reading passage (more specifics in the next section). The number of students and institutions taking the exam is given first. The high score follows, with the number of students who achieved this score in parentheses. The highest possible score in all cases was 40. The last two rows give the overall average and median scores. The overall average then is broken down into the average score for the thirty grammatical questions and the average score for the ten questions on the passage.

Table 1. College Greek Exam Year-by-Year Overview

	2008 Pilot	**2009**	**2010**	**2011**
No. of students	78	311	239	370
No. of institutions	10	35	24	33
High Score	36 (3)	38 (5)	40 (2)	39 (1)
Overall average	58%	62.06%	64.58%	56.7%
Median	55.6%	62.55%	65%	57.5%
Average Q1-30	57.78%	62.91%	65.5%	57.28%
Average Q31-40	58.46%	59.54%	66.57%	57.14%

In the short history of the CGE, the largest number of students took the exam in 2011[2]. As can be seen, this year's average and median dropped somewhat from the scores in the previous two years. In 2011, there were no questions in which students scored in the 90 percentile range, while students scored in the 80 percentile range in only three questions.

FORMAT AND ANALYSIS OF THE 2011 COLLEGE GREEK EXAM

The exam consisted of 40 multiple-choice questions divided into two parts. The first part consisted of 30 grammar questions. The majority of questions asked students to identify isolated grammatical forms (e.g. give the dative plural of γράμμα). There were also three questions asking students to transform isolated grammatical forms (e.g. give the plural form of contract verb ἐγέλα). The last ten questions of the exam analyzed a short Greek passage based on Lysias 24.5-7 in which the speaker appeals to have his disability pension from the state continued. Here the students identified grammatical forms in context and answered comprehension questions. The results of the exam are analyzed according to grammatical categories. For reference, a copy of the 2011 exam has been included as Appendix 1. The percentage of students marking each answer is given in parentheses after that answer. In using terms such as "very well," etc., I employ the following scheme: very well (90% and above); well (80-89%); fairly well (70-79%); not very well (60-69%); and poorly (59% and below).

2 Of the 24 institutions who participated in the 2010 exam, 21 participated again in the 2011 exams. These 21 institutions comprised 267 of the 370 students who took the 2011 exam.

Nouns, adjectives, and pronouns

There were several questions asking students about cases and their function. In the first part of the exam, two questions on nouns asked for the dative forms. Q(uestion)6 asked for the dative singular of γυνή. Here 63.7% answered correctly. Another 15.9% chose the vocative γύναι. These students rather interestingly knew that the dative singular ended in ι, but ignored the third declension stem change. The remaining students split evenly (9.9% each) beween γυναιξί and γυναῖκας. Q15 asked for the dative plural of γράμμα. Here 72.8% gave the correct answer. The only significant distractor was the dative singular at 15.4%. In the case of these two questions, a little more emphasis on the distinction between dative singular and plural endings in third declension nouns would bring these scores up. Additionally on the passage students were asked in Q38 about the function of τύχῃ in the phrase κινδυνεύσω ὑπὸ τῇ χαλεπωτάτῃ γενέσθαι τύχῃ. Here 50.8% correctly saw that τύχῃ was part of the prepositional phrase; 23.9% thought it agreed with γενέσθαι; 19.8% took it as the object of κινδυνεύσω. The separation of τύχῃ from the prepositional phrase misled a significant number of students.

On the passage two questions asked students to distinguish between nominative and accusative neuter forms. Q37 questioned students on the case and function of χρήματα. Here 65.9% saw that it was the nominative subject of ἔστιν. Students did not fare as well on the case and number of πονηρὰ in Q39. Only 37.9% saw that it was the accusative plural object of πάσχειν. Another 33.2% guessed that it was accusative singular. This group seems to know that πονηρά must be accusative but did not realize that -α could not be a singular ending unless the noun was in the third declension. The rest of students took it either as nominative singular (17%) or nominative plural (11%).

There were also two questions on the agreement of the article with a noun. In Q2 only 14% correctly identified τά as the article agreeing with the neuter plural ἔθη; 79.9% matched up endings and chose the feminine article ἡ. For Q28 48.4% correctly saw that τοῦ was the article corresponding to πατρός, while 36.3% mistook πατρός as a 2nd declension nominative and chose ὁ.

Questions on adjectives also centered on agreement. For Q13, only 19.5% of the students saw that the feminine genitive δεινῆς agreed with ὕβρεως. The largest group of students at 40.9% chose the masculine δεινοῦ and another large group at 35.7% matched up endings, selecting the adverb δεινῶς. Students fared better on Q17, where 59.9% chose the nominative βελτίων as agreeing with δαίμων. Another 18.1% chose the genitive βελτιόνων. For Q22 students were asked to pick the correct form of μέγας to complete the sentence: τιμῶ τὸν _____ δεσπώτην. On this question 46.4% correctly selected the masculine accusative μέγαν. Another 31% matched up endings and selected the feminine accusative μεγάλην. On the passage, Q36 queried students on the case and number of οὐδένα, here functioning as a substantive "no one." On this question, 42.2% correctly saw that it was accusative singular Another 21.2% took it as accusative plural and 19.8% regarded it as nominative plural, not recalling that οὐδείς does not have plural forms. Another 17.3% guessed that it was nominative singular.

In these questions of agreement it becomes clear that students often have difficulties putting together adjectives and nouns of different declensions and tend to match the endings of adjectives and nouns (a problem we also saw above in the case of agreement of articles and nouns). Students would do well to learn the third declension nouns on the syllabus more thoroughly. They would see that nouns with ε-stems, such as ἔθη, form the largest category of third declension nouns in the syllabus. They would also know that nouns of the πόλις-type on the syllabus, such as ὕβρεως, are all feminine. It is also disappointing that students did not recognize such a common word as

πατρός as a genitive singular. I found that even some of my better students made this error. Thus a close examination of the third declension nouns on the syllabus (there are not too many of them) would help the student do better on questions of agreement. As the inclusion of forms on the exam is based on frequency, students would also benefit in their sight-reading abilities by learning these forms. Instructors may also help their students by creating exercises testing them on these agreement issues, since most textbooks do not have such exercises.

Q26 posed a question about comparison. Students were asked to fill in the blank in the sentence: ὁ Ἡρακλῆς ἐστὶ κρείττων ἢ _____. Here the students were evenly split between nominative and genitive forms: 28.6% chose the correct answer, ὁ Περσεύς; another 27.5% selected τῶν Ἀθηναίων; 27.2% chose τοῦ Περσέως; a somewhat smaller group at 15.9% opted for τοῖς Ἀθηναίοις. Here students need to be reminded that if ἢ is used in the comparison, then the comparands will be in the same case.

Three questions dealt with pronouns. In Q1, 57.4% saw that ταῦτα derived from οὗτος. The only significant distractor here was αὐτός, which 28% chose. As we shall see again in the discussion of Q20 below and the comparison with previous exams, αὐτός serves as a significant distractor because the nominative feminine singular (and plural) forms of these pronouns (αὐτή and αὕτη) are quite similar. However, the breathing marks and accents will distinguish even these forms. For Q18, students were asked to identify the case of σοι; 64% correctly identified it as dative, while 25.3% thought that it was nominative. For Q34 (on the passage), students did fairly well in seeing that the antecedent of the relative pronoun ἣν was τέχνην; 72% answered correctly.

There were three questions about the translation of noun phrases, either from English to Greek or from Greek to English. Often these questions dealt with the attributive or predicative positions of adjectives and pronouns. In Q8, students were asked about the best translation into Greek of "the same love;" 79.1% saw clearly that αὐτός had to be in the attributive position in the phrase ὁ αὐτὸς ἔρως. Students had more difficulty in Q20 in translating the phrase "these kings" into Greek; 58% correctly chose οὗτοι οἱ βασιλεῖς, while οἱ αὐτοὶ βασιλεῖς served as the most significant distractor at 23.4%. As we saw above in Q1, students need to be reminded on how to distinguish the forms of οὗτος and αὐτός. Students did well on Q24, where they were asked to translate the Greek phrase ἐν τῷ ἱερῷ. Here 85.4% gave the correct answer.

Finally, Q4 asked about the translation of the phrase "most clearly" (the superlative adverb) into Greek. In this case 76.6% chose σαφέστατα. At 17% σαφέστερον was the only significant distractor.

Thus, while students did fairly well on identifying the dative plural (Q15) and the comparative adverb (Q4), they did poorly on the agreement of articles and adjectives with nouns, scoring as low as 14% (Q2). As noted above, the students would improve their scores here if they spent time in learning the third declension nouns on the syllabus and their oblique cases. Students also had difficulties with comparison (Q26-28.6%). Instructors should make clear to students what the construction will be if ἢ is used. Also, students had difficulties in distinguishing forms of οὗτος and αὐτός (Q1 and 20). Here students' scores would improve if instructors would reinforce which forms are similar and how to distinguish them.

Verbs

Questions on finite verbal forms asked about the person, number, tense and mood. In Q16, 57.4% recognized εἶχες as the 2nd singular imperfect indicative of ἔχω; 22% chose the present ἔχεις; 10.4% chose ἕξεις, while the remaining 9.9% chose the alternate future form σχήσεις. Here

students did not recognize the augment in εἶχες; admittedly the augment is exceptional; but since ἔχω is such a common verb, students should be aware of how the augment appears.

For Q29, 69% saw that εἶδον derived from ὁράω. In Q3, 41.8% saw that ἔδωκε (the only -μι verb on the exam) was aorist, while another 38.5% thought it was imperfect. Thus the majority of the students recognized the augment. The low score on this question may reflect the fact that not all had learned about -μι verbs by the time of the exam, since these are often found toward the end of most textbooks. Given the frequency of -μι verbs in Greeks texts, it may be wise (not only for taking the CGE) to teach them earlier in the course.[3]

On Q10 students did well in identifying the tense of κρύψετε as future. Here 83% answered correctly. However they did poorly on Q12, where they had to convert the 3rd singular imperfect of a contract verb ἐγέλα to the plural. Only 9.3% saw that it was the 3rd singular imperfect and gave the correct answer ἐγέλων; 45.3% thought that ἐγέλα was a 1st singular imperfect and picked ἐγελῶμεν; 27.2% chose ἐγελᾶτε; finally 17% chose ἐγελᾶτο. While it would be good to reinforce the various contractions that will occur with these verbs, I have also found it helpful to give students a general sense about strong and weak vowels, i.e. showing them how o-sounds are strong and a- and e- sounds will yield to these, etc.

Eight questions dealt with various moods: indicative, imperative, infinitives, and participles. For Q32 (on the passage), 73.1% identified the mood of πέπαυμαι as indicative.

In Q14, students had to select the Greek form corresponding to the command "ask." Here 42.6% correctly chose the aorist imperative αἴτησον; 26.9% opted for ᾔτησον and 21.4% picked ᾔτουν, even though these are augmented forms; 8% chose αἰτήσουσα. Here the scores would have improved, if students had eliminated the augmented choices. Furthermore, as we shall see in the comparison with previous exams, students do not seem to be as familiar with aorist imperative as with the present form, but the aorist imperative is a good place to see how well students understand aspect.

On infinitives, Q7 asked about the tense and mood of βαλεῖν; 49.2% took it as an aorist infinitive, while 44.2% regarded it as a present infinitive. Students failed to recognize the aorist stem βαλ- and the circumflex on the last syllable. For Q19, 77.2% recognized τεθεραπευκέναι as a perfect infinitive. Q30 may also be grouped here as its answer is an example of indirect statement. Here students had to find the equivalent of the phrase νομίζομεν ὅτι οἱ στρατιῶται πείθονται ἡμῖν; 53.6% saw that the equivalent answer corresponded to the accusative-infinitive construction in νομίζομεν τοὺς στρατιώτας πείθεσθαι ἡμῖν; 17.9% picked οἱ στρατιῶται νομίζουσιν πείθεσθαι ἡμῖν; another 17.9% selected οἱ στρατιῶται νομίζουσιν ὅτι πειθόμεθα. These last two groups have made οἱ στρατιῶται the subject of the main clause, ignoring the fact that the "we" implied in νομίζομεν is the subject.

On participles, in Q5 students were asked to give the active participle corresponding to the middle participle πραξάμενοι; 59.9% chose the aorist participle πράξαντες, while 25 % picked the future participle πράξοντες. In Q11, students were required to replace the underlined words in the phrase οἱ πολῖται ἐδίωξαν καὶ ἔπαυσαν τοὺς ἵππους with a participle; 56.6% correctly selected the aorist participle διώξαντες; 19.2% chose the present participle διώκοντες; another 17.9% opted for

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3 At LSU we have moved the teaching of -μι verbs to earlier in the second semester, not merely for the sake of the exam but more so to better prepare students to sight read a greater variety of texts which are used to supplement the textbook. We also have asked students to focus on certain principal parts and forms of the verbs from the beginning of the first semester. We emphasize the present, imperfect, aorist, participles and infinitives, as these occur most frequently in Greek texts. This does not mean that we do not teach other tenses, etc., but rather we have tried to prioritize the forms that occur most frequently (Major).

διώξασαι, even though οἱ πολῖται is masculine. This is a good question in testing whether students understand how participles often replace clauses. In reading Greek texts this is such a frequent phenomenon that it cannot be emphasized enough. It would repay teachers to work out exercises along these lines. For Q25, students had to translate οἱ διδάσκοντες (the participle used as substantive); 60.7% correctly translated the phrase as "teachers," while another 21.2% chose "students" as their answer.

Thus, while students did well on identifying the future tense (Q10) and fairly well on identifying the mood of a perfect indicative (Q32) and the perfect infinitive (Q19), they did poorly on the remaining questions about verbs. They had most difficulty in converting the 3rd singular imperfect contract verb to the plural (Q12: 9.3%). Here it may be helpful not only to reinforce the various contractions but also to give students a general sense of strong and weak vowels. They also found it challenging to identify the tense of a -μι verb (Q3); it may be best to introduce these verbs earlier than most textbooks do. It also may be good to emphasize more the use of the aorist imperative in Greek as opposed to the present form (Q14).

Other types of questions

There were two questions on transliteration and English derivatives. For Q21, 56.6% correctly rendered Herodotus into Greek. The other answers began with Ηερο-; thus students were misled by the capital H, ignoring the rough breathing. In Q27, 55.2% saw that the English derivative of μανθάνω was "math;" 16.8% thought the derivative was "empathy" and another 15.9 believed that it was "thanatopsis;" 11.5% chose "mantle."

The only historical question (Q23) asked who fought for the Trojans in the Trojan War; 70.1% saw that the answer was Hector (all answers were written out in Greek).

Q9 asked students to accent the participial form τιθεμενος according to the rules of recessive accents; 81% did this correctly.

There were four comprehension questions on the passage. Q31 asked why the speaker no longer took care of his mother. Here 69.2% correctly answered that she had died (ἀποθανοῦσαν); another 13.2% thought his father had taken her away, ignoring the fact that there is no mention of a father and guessing that ἀποθανοῦσαν meant "to take away"; 12.6% believed that his father killed her, perhaps misunderstanding ἀποθανοῦσαν as "killing" rather than "dying." In this case about 30% of the students did not know what ἀποθανοῦσαν meant.

For Q33, the students were asked what the speaker explains about his children in the phrase τέκνα δ' ἐν τῷ οἴκῳ οὐκ ἔστιν ἅ με θεραπεύσει. On this question, 68.4% saw that the speaker had no children at home to care for him; another 15.7% believed that the children would have no inheritance if the speaker lost his stipend, although there is no mention of a stipend.

Q35 asked about an extensive part of the passage: τέχνην δὲ κέκτημαι μὴ δυναμένην ὠφελεῖν, ἣν αὐτὸς μέν χαλεπῶς πράττω, οὐδένα δὲ δεξόμενον αὐτὴν οὐ δύναμαι εὑρίσκειν. Students were asked: "In lines 3-5 we learn that the speaker seeks someone who will ___". Here 43.4% chose "assume responsibility for the speaker's business." Another 34.3% picking up on ὠφελεῖν selected "help make the business profitable."

Finally Q40 had students look at the last line of the passage: δικαίως οὖν σώσατέ με, ὦ ἄνδρες Ἀθηναῖοι, καὶ μὴ κελεύσατέ με πονηρὰ πάσχειν ἀδίκως. The question was: "what does the speaker tell the jurors to do and to avoid doing?" On this question 49.5% answered correctly: "save the speaker and not let him suffer." Another 18.1%, picking up on the adverbs at the beginning and end of the sentence, chose: "preserve justice and not permit injustice." Another 15.9% chose: "save

the Athenians from injustice and forbid unjust dealings;" these have ignored δικαίως at the beginning of the sentence and made the vocative into the object of σώσατέ. Finally 14.8% selected: "preserve the rich justly and not let the poor suffer unjustly"; there is no mention of rich or poor in the sentence, although students may be understanding πονηρὰ as meaning "poor." Overall the scores declined as the students progressed into the second half of the passage.

Thus the students performed well on the recessive accent and fairly well on the historical question. However they did poorly on the English derivative of μανθάνω and not very well to poorly on the comprehension questions.

Comparison with the 2010 CGE

There was a decline in scores in the 2011 exam from the 2010 exam. As noted above, 370 students from 33 institutions took the 2011 exam; there were 239 students from 24 institutions taking the 2010 exam. The 2011 students scored an average of 56.7% and the median score was 23 (57.5%), while 64.58% was the average and 26 (65%) was the median score for 2010. For 2011 the high was a 39 scored by one student, while in 2010 two students had perfect scores of 40. The low score was a 5 (12.5%) for 2011; for 2010 this was a 10 (25%).

Between the two exams, there were no questions which were the same as in past years, but several questions were similar in content but differed in question format. These questions are examined by grammatical category below. At times reference will be made to earlier exams since questions on the earlier exams often provided closer parallels to those on the 2011 CGE. At times these questions also provide a larger perspective on student responses. As we shall see, these comparisons show that some of the issues raised above (e.g. about difficulties with adjective-noun and article-noun agreement) are not isolated to the 2011 exam.

Nouns, adjectives and pronouns

On nouns, both the 2010 and 2011 exams asked for the dative plural of a third declension neuter noun. The possible answers for each noun were the same: genitive singular, dative singular, dative plural, nominative-accusative plural. For Q15 in 2011, 72% gave the correct form of the dative plural of γράμμα. The only significant distractor was the dative singular at 15.4%. For Q23 in 2010, 77.4% correctly chose the dative plural form of πρᾶγμα. Again the dative singular was the only significant distractor at 15.5%.

On articles, there were two similar sets of questions on article-noun agreement. The first set asked students to match the article to a third-declension neuter noun with the stem ending in σ (-εσ). The choice of answers was the same: ἡ, αἱ, τό, τά. For Q2 in 2011, only 14% saw that τά was the article for ἔθη; 79.9% matched up endings and chose ἡ. Q1 on the 2010 exam asked for the article for γένη; 8.4% picked τά, while 86.6% chose ἡ. Thus students continue to be unfamiliar with this noun type. This impression is reinforced on earlier exams when students were asked to give the accusative plural of a noun of this type. For Q2 (2008), 20.51% gave the correct form of γένος; on Q2 (2009), 38.9% correctly chose τέλη. In both question formats, the students performed poorly with third declension ε-stem nouns.

The second set of questions on article-noun agreement dealt with more familiar nouns. The possible answers were: ὁ, τό, τούς, τοῦ. Q28 (2011) asked students to find the article for πατρός. 48.4% gave τοῦ, while 36.3% picked ὁ. For Q24 in 2010, students were asked to find the article for ἀνδρός; here 39.7% chose τοῦ, while 51.9% selected ὁ. Given that these are familiar nouns, these percentages suggest that third declension nouns are acquired at a slower rate than first and

second declension nouns and that instructors should develop more ways to practice third declension nouns.

Similar difficulties arise on adjective-noun agreement. Q13 (2011) and Q25 (2010) asked students to match a second declension adjective with a third declension noun. For 2011, 19.5% correctly saw that δεινῆς modified ὕβρεως; another 40.9% chose δεινοῦ; 35.7% picked δεινῶς. In 2010, 28% matched up κακῆς and πόλεως; another 39.7% selected κακοῦ; 26.4% matched up endings with κακῶς. In both years, the majority of students recognized that the words were genitive (60.4% in 2011; 67.7% in 2010), but were unsure of the gender of the nouns. A significant number simply looked for the same ending (δεινῶς ὕβρεως and κακῶς πόλεως). The drop in score from 28% (2010) to 19.5% (2011) may have been due to the familiarity of the words, so that the students did better with the more well-known forms of κακός,-ή,-όν and πόλις.

The low scores in earlier exams on adjective and article agreement with nouns reinforce the impression from the 2011 CGE that this is a problematic area. A greater familiarity with 3rd declension nouns and their oblique forms (especially those that contract) would help remedy this situation.

Q26 (2011) and Q12 (2010) were about comparison. In 2011, students were asked to complete the sentence: ὁ Ἡρακλῆς ἐστὶ κρείττων ἢ _____. Here the students were evenly split between nominative and genitive forms: 28.6% chose the correct answer ὁ Περσεύς. The other answers were: τῶν Ἀθηναίων: 27.5%; τοῦ Περσέως: 27.2%; τοῖς Ἀθηναίοις: 15.9%. In 2010, the sentence read as follows: ὁ Σωκράτης ἐστι σοφώτερος ἢ _____. Here 41% correctly chose ὁ Εὐριπίδης. The other answers were: τῶν ἄλλων ἀνδρῶν: 21.3%; τοῖς ἄλλοις ἀνδράσι: 20.9%; τοῦ Εὐριπίδου: 16.7%. On this question, there was a drop of more than 10% in the score. It is likely that the irregular form κρείττων was less recognizable as a comparative form than σοφώτερος.

On pronouns, for all four years, students were asked about demonstrative pronouns in the following way: X is a form of which word? In Q1 (2011), 57.4% saw that ταῦτα derived from οὗτος. The only significant distractor here was αὐτός at 28%. The other answers were: τίς: 11.8% and οὐδείς: 2.2%. Q11 (2008 and 2009) also asked about the ταῦτα. For 2008 the distribution was as follows: οὗτος: 62.82%; αὐτός: 34.62%; τόπος: 2.56%; οὐδείς: 0. For the 2009 the distribution was: οὗτος: 62.4; αὐτός: 28.9%; ἐκεῖνος: 6.1%; οὐδείς: 1.6. Thus one answer varied each year and αὐτός remained the most significant distractor. Overall the students hovered around 60%. Q16 on the 2010 exam is not comparable, since it asked about τοῦτο and αὐτός was not among the possible answers. Here 96.7% gave the correct answer.

Students were also asked about the predicative position of the demonstrative pronoun in the following way: "The best translation into Greek of the words *these Xs* is?" For Q20 in 2011 58% saw that οὗτοι οἱ βασιλεῖς was the correct translation for *these kings*, while οἱ αὐτοὶ βασιλεῖς served as the most significant distractor at 23.4%. The other answers were: βασιλεῖς τινες: 9.9%; οἱ βασιλεῖς αὐτοί: 8.2%. For Q28 (2010) 66.5% saw that *these soldiers* should be translated as οὗτοι οἱ στρατιῶται; again οἱ αὐτοὶ στρατιῶται was the most significant distractor at 18.4%. The other answers were οἱ στρατιῶται αὐτοί: 7.5%; οἱ στρατιῶται οὕτως: 7.1%. In both questions, the form οἱ αὐτοὶ _____ was the most significant distractor. As seen in the last two paragraphs, the confusion of forms of οὗτος and αὐτός was not limited to the 2011 exam.

Finally, every year a question on the superlative adverb has been asked. This year (Q4) students were asked to translate the phrase "most clearly" into Greek. In this case, 76.6% chose σαφέστατα. The most significant distractor was σαφέστερον at 17%. In 2010 (Q13) students were asked to translate the other way, from Greek to English, and 82% saw that the best translation of

ἀληθέστατα was "most truly." Again the comparative "truer" was the only major distractor at 13%. In this particular comparison it is unclear whether the 5.4% difference is because students were asked to translate from English to Greek rather than from Greek to English, or whether it is due to other factors that caused overall scores to drop in 2011. By contrast, in 2008 (Q16) and 2009 (Q16) students were asked for a form, the superlative adverb of σοφός and χαλεπός respectively, and the scores were much lower than those on the 2010 and 2011 exams. For 2008 35.9% gave the correct form; 38.46% chose a made-up form σοφωτάτως; 23.08% picked σοφώτερον. In 2009 45.3% answered correctly, while 25.6% chose χαλεπωτάτων and another 16.4 chose χαλεπώτερον. For 2008 and 2009 the form of the question (asking for a grammatical form) and the inclusion of another superlative form among the possible answers resulted in lower scores. It should be noted that after the 2008 exam no made-up forms were included as possible answers.

Comparison on similar questions on previous exams (however limited it is) provides a useful perspective on some of the issues raised in the analysis of the 2011 exam. These include adjective and article agreement with nouns especially of different declensions, comparison, and the confusion of some forms of οὗτος and αὐτός.

Verbs

There were three comparable questions on finite verbs. Over the past four years students have been asked about the tense of the 3rd singular aorist indicative of a -μι verb. All four years the answers were in the same order: present, imperfect, aorist and perfect. This year (Q3) 41.8% saw that ἔδωκε was aorist, while another 38.5% thought it was imperfect. In 2008 (Q8), 34.62% regarded ἔδωκε as aorist, while 46.44% took is as imperfect. In 2009 (Q8) and 2010 (Q27), the question was about ἔθηκε. For 2009, 47.3% opted for the aorist, while 17.7% thought it was imperfect; for 2010, 42.7% considered ἔθηκε as aorist, while 19.7% thought it was imperfect. It is interesting that when ἔθηκε was the verb, the perfect became a significant distractor: 32.8 % in 2009 and 32.6% in 2010.

Students did well in identifying the future forms in Q10 (2011) and Q9 (2010). The answers for both questions were in the same order: perfect, aorist, future and present. In 2011, 83% saw that κρύψετε was future, while 84.5% regarded γράψετε as future in 2010.

Finally on all four exams there was a question on the aorist imperative. On three of the exams the question took the form: Which of the following gives the command "X?" In Q14 (2011), the command was "ask." Here 42.6% correctly chose the aorist imperative αἴτησον; 26.9% opted for ἤτησον and 21.4 picked ἤτουν, even though these are augmented forms; 8% chose αἰτήσουσα. For 2008 (Q19) and 2009 (Q19) the command was "listen," a more familiar verb; however here the scores were lower. In 2008, 21.79% correctly chose ἄκουσον; the remaining answers were augmented forms: ἤκουε 39.74%; ἤκουσε 26.92%; ἤκουον 11.54%. For 2009, 29.6% chose the correct answer. The other answers included two augmented forms: ἤκουσε: 39.2% and ἤκουον: 5.8%. The fourth answer was the present imperative ἄκουε and not surprisingly it was selected by 25.4%. Q2 on the 2010 exam was different, asking for the tense and mood of ἄκουσον; here 42.7% said that it was aorist imperative. One would expect this score to be higher since students are identifying a Greek form rather than producing it in Greek, but the answers "future indicative" at 30.1% and "aorist indicative" 20.5 proved to be significant distractors.

On participles, Q5 (2011) and Q21 (2010) required students to convert the aorist middle participle into the active form. For 2011, the middle participle was πραξάμενοι; 59.9% chose πράξαντες, while 25 % picked the future participle πράξοντες. For 2010, the middle participle was

γραψάμενοι. Here 64% correctly chose γράψαντες, while the future participle γράψοντες was the most significant distractor at 31.8%.

Thus, students did well in identifying the future in 2010 and 2011, but they did poorly on -μι verbs and the aorist imperative all four years. They performed poorly in converting the aorist middle participle to the active.

Other types of questions

The questions on transliteration can also be compared, since they dealt with names which began with H in English. There was a significant drop in score here. For Q21 (2011), 56.6% correctly rendered Herodotus into Greek. The other answers all began with Hερο- or Ηηρο-; thus students were misled by the capital eta, ignoring the rough breathing. For Q20 (2010), 84.1% were able to transcribe "Homer" from English into Greek. Here two of the possible answers began with Ηομ- and one with Ὅμ-. The possibility of transliterating eta as "e" may have led to more confusion on this question.

Finally the comprehension questions on the exams differed in number. For 2011, there were four comprehension questions (Q31, 33, 35, 40), whereas Q38 was the lone comprehension question on the 2010 exam. The lack of comprehension questions was a significant criticism of the 2010 exam in last year's report. Thus more questions were included on the 2011 exam. It is difficult to compare these questions, since the passage differs every year and therefore the questions. The chart below presents the results of comprehension questions for the past four years, giving the number of comprehension questions, the average of the scores of these questions and the average score of the last ten questions of the exam on the passage. I have also added the average scores for Q 1-30 in the last row for comparison.

Table 2. Comparison of Comprehension Questions with Other Sections of the CGE

	2008	2009	2010	2011
No. of comp. questions	2	4	1	4
Avg. of comp. questions	67.74%	59.55%	62.3%	57.63%
Avg. of Q 31-40	58.46%	59.54%	66.57%	57.14%
Avg. of Q 1-30	57.78%	62.91%	65.57%	57.28%

Except for the 2008 pilot exam, what is striking about these scores is how close the scores of Q 1-30, Q 31-40, and the comprehension questions are. These results seem to imply that there is a close correspondence between the students' abilities to analyze and translate individual words and phrases and their ability to read and comprehend a passage—a desirable result. We shall see on future exams whether this correspondence continues.

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Conclusion

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I conclude with some general considerations and then turn to specific points about strengths and weaknesses of students on the 2011 CGE. As noted at the beginning of the article, there was just under an 8% drop in the average score from the 2010 CGE (64.58%) to that of the 2011 exam (56.7%). In 2011, students performed nearly the same on both sections (Part I: 57.28%; Part II: 57.14%). The chart below shows the distribution of how many exam questions the students an-

swered correctly at a particular percentile range (90% and above, etc.) for the 2010 and 2011 exams. For each exam I first give the results for Q 1-30, then Q 31-40 and then the combined total.

Table 3. Number of Questions Answered Correctly by Percentile Range

Percentage	2010 Q 1-30	2010 Q 31-40	2010 Totals	2011 Q 1-30	2011 Q 31-40	2011 Totals
90s	3	0	3	0	0	0
80s	5	3	8	3	0	3
70s	8	2	10	4	2	6
60s	5	2	7	5	3	8
59 or lower	9	3	12	18	5	23

As can be seen, students on the 2011 exam did not answer one question in the 90 percentile range and only three in the 80% range—a drop from what is found on the 2010 exam. More significantly the 2011 students scored 59% or lower at almost a 2-to-1 ratio over their 2010 counterparts. They scored 59% and below on over half the questions of the exam, while the 2010 students had these scores on a little over a quarter of the questions.

When we can compare similar questions between the two exams, we find that the 2011 examinees did better than the 2010 students on Q2 (cf. Q1 on 2010) on matching the article with neuter -εσ stem nouns (e.g. ἔθη) and Q28 (Q24 on 2010) on matching the article with 3rd declension nouns (e.g. πατρός). They scored about the same on Q3 (Q27) on identifying the tense of a -μι verb, Q10 (Q9) on identifying the future tense, and Q14 (Q2) on the aorist imperative. They had more difficulties on Q5 (Q21) on converting the active to the middle participle, Q15 (Q23) on identifying the dative plural of 3rd declension neuter noun, Q20 (Q28) on translating the phrase "these Xs" into Greek, and Q26 (Q12) on comparison.

Table 4. Comparison of Similar Questions on the 2010 and 2011 CGE

Type of question	2010	2011
matching the article with neuter -εσ stem nouns	Q1 (8.4%)	Q2 (14.0%)
matching the article with 3rd declension nouns	Q24 (39.7%)	Q28 (48.4%)
identifying the tense of a -μι verb	Q27 (42.7%)	Q3 (41.8%)
identifying the future tense	Q9 (84.5%)	Q10 (83.0%)
the aorist imperative	Q2 (42.7%)	Q14 (42.6%)
converting the middle to the active participle	Q21 (64.0%)	Q5 (59.9%)
identifying the dative plural of a 3rd declension neuter noun	Q23 (77.4%)	Q15 (72.8%)
translating the phrase "these Xs" into Greek	Q28 (66.5%)	Q20 (58.0%)
comparison	Q12 (41.0%)	Q26 (28.6%)

Given that the average scores for both sections of the exam were lower by about the same amount, any explanation of this drop in score would have to take into account the students' abilities both to identify forms and to comprehend passages in continuous prose. One possible explanation may be the increase in the number of students taking the CGE. As noted above, this year the largest number of students took the exam since its inception. Such an increase may mean that the students represented a broader range of experience and ability than in previous years. It may also be that some of the questions as well as the passage were more difficult this year (e.g. Q12, where students were asked to convert the -α contract verb ἐγέλα to the plural—9.3% answered correctly).

Finally, one other factor in the decline of scores (especially on Part I) may have been the reduction in the number of "best translation" questions from Greek to English on the 2011 CGE. As noted in last year's analysis of the 2010 CGE, there were more questions asking for "the best translation" of a Greek word or phrase on the 2010 exam than on previous exams. It was suggested there that it is easier to translate from Greek to English than English to Greek. On the 2010 CGE, there were ten of these questions (one on the passage), while these were reduced to three (Q8, 20 and 24) on the 2011 exam. The creators of the 2011 CGE consciously made an effort to reduce the number of "best translation" questions. However, since the number was reduced, there is only one question that we can compare between the 2010 and 2011 exams in which there was a shift from translating from Greek to English to translating from English to Greek. Q4 on the 2011 exam asked students to identify which Greek form corresponded to the superlative adverb "most truly." Here 76.6% answered correctly. For Q13 on the 2010 exam students were asked to translate ἀληθέστατα into English and 82% gave the correct response. However, one comparison is insufficient to try to resolve this issue. Reviewing the "best translation" questions on the 2011 and 2010 exams, it seems clear that often students did well (e.g. 2011 Q24: the best translation of ἐν τῷ ἱερῷ = 85.4%) but they also (less often) did poorly (e.g. 2010 Q10: best translation of ἔρχη = 39.3%). As more data is collected over the next few years, it may be easier to see how much of a factor translating one way or the other is or whether other factors are involved. These then are some speculations on the decrease in the scores of the 2011 exam.

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APPENDIX 1. THE 2011 COLLEGE GREEK EXAM.

Write YOUR NAME at the top left-hand portion of your answer sheet. Write YOUR LAST NAME FIRST. Be sure to FILL IN THE BUBBLES under your name. DO NOT change the identification number on the sheet nor add any additional information.

Mark the correct choice ON YOUR ANSWER SHEET. There is only one correct answer/choice for each question. Choose the BEST POSSIBLE ANSWER.

1. ταῦτα is a form of which word?
      a. αὐτός (28.0%)   c. οὗτος (57.4%)
      b. τίς (1.8%)   d. οὐδείς (2.2%)

2. The correct article for the noun ἔθη is
      a. ἡ (79.9%)   c. τό (4.1%)
      b. αἱ (1.6%)   d. τά (14.0%)

3. The tense of ἔδωκε is
      a. present (3.3%)   c. aorist (41.8%)
      b. imperfect (38.5%)   d. perfect (15.9%)

4. In Greek, "most clearly" is most accurately rendered as:
      a. σαφές (0.5%)   c. σαφέστερον (17.0%)
      b. σαφῶς (5.5%)   d. σαφέστατα (76.6%)

5. The active participle that corresponds to the middle participle πραξάμενοι is
      a. πράξαντες (59.9%)   c. πραξόμενοι (9.1%)
      b. πράξοντες (25.0%)   d. πραττόμενοι (5.2%)

6. The dative singular of γυνή is
      a. γύναι (15.9%)   c. γυναιξί (9.9%)
      b. γυναικί (63.7%)   d. γυναῖκας (9.9%)

7. The tense and mood of βαλεῖν are
      a. aorist infinitive (49.2%)   c. imperfect indicative (2.7%)
      b. perfect infinitive (3.8%)   d. present infinitive (44.2%)

8. The best translation into Greek of the words *the same love* is
      a. ὁ αὐτοῦ ἔρως (5.2%)   c. ὁ αὐτὸς ἔρως (79.1%)
      b. ὁ αὐτῶν ἔρως (3.3%)   d. ὁ ἔρως αὐτός (12.4%)

9. According to the rules for recessive accent of verbs, τιθεμενος should be accented:
      a. τίθεμενος   (6.3%)   c. τιθεμένος (9.6%)
      b. τιθέμενος   (81.0%)   d. τιθεμενός (2.7%)

10. What is the tense of κρύψετε?
        a. perfect (2.7%)   c. future (83.0%)
        b. aorist (4.9%)   d. present (8.5%)

11. The underlined words in οἱ πολῖται <u>ἐδίωξαν καὶ</u> ἔπαυσαν τοὺς ἵππους can be replaced by:
        a. διώκειν (5.2%)   c. διώκοντες (19.2%)
        b. διώξασαι (17.9%)   d. διώξαντες (56.6%)

12. Making the person of ἐγέλα plural yields the form
        a. ἐγελᾶτε (27.2%)   c. ἐγελᾶτο (17.0%)
        b. ἐγέλων (9.3%)   d. ἐγελῶμεν (45.9%)

13. The form which agrees with (modifies) ὕβρεως is
        a. δεινῆς (19.5%)   c. δεινῶς (35.7%)
        b. δεινοῦ (40.9%)   d. δεινῶν (3.3%)

14. Which of the following gives the command "Ask!"
        a. αἴτησον (42.6%)   c. ᾔτησον (26.9%)
        b. αἰτήσουσα (8.0%)   d. ᾔτουν (21.4%)

15. The dative plural of γράμμα is
        a. γράμματος (6.3%)   c. γράμμασι (72.8%)
        b. γράμματι (15.4%)   d. γράμματα (5.5%)

16. The 2nd person singular imperfect indicative of ἔχω is
        a. ἔχεις (22.0%)   c. σχήσεις (9.9%)
        b. εἶχες (57.4%)   d. ἕξεις (10.4%)

17. The adjective that agrees with the noun δαίμων is
        a. βελτίων (59.9%)   c. ταχύ (17.0%)
        b. βελτιόνων (18.1%)   d. ταχύν (4.4%)

18. The case of σοι is
        a. nominative (25.3%)   c. dative (64.0%)
        b. genitive (4.9%)   d. accusative (5.8%)

19. The tense and mood of τεθεραπευκέναι are
        a. perfect imperative (3.6%)   c. pluperfect indicative (9.3%)
        b. perfect infinitive (77.2%)   d. perfect indicative (9.9%)

20. The best translation into Greek of the words *these kings* is
        a. βασιλεῖς τινες (9.9%)   c. οἱ αὐτοὶ βασιλεῖς (23.4%)
        b. οἱ βασιλεῖς αὐτοί   (8.2%)   d. οὗτοι οἱ βασιλεῖς (58.0%)

21. The name of the historian Herodotus is written in Greek as
     a. Ἡρόδοτος (56.6%)   c. Ἡηρόδοτος (15.7%)
     b. Ἡερόδοτος (20.6%)   d. Ἡερόδοτος (7.1%)

22. Pick the form that completes the sentence: τιμῶ τὸν _____ δεσπότην.
     a. μεγάλην (31.0%)   c. μέγα (11.3%)
     b. μεγάλα (10.7%)   d. μέγαν (46.4%)

23. Who fought for the Trojans in the Trojan War?
     a. Ἑλένη (6.6%)   c. Ἀχιλλεύς (12.4%)
     b. Ἕκτωρ (70.1%)   d. Ἀγαμέμνων (11.0%)

24. The best translation of the words ἐν τῷ ἱερῷ is
     a. on the temple (0.8%)   c. in the temple (85.4%)
     b. to the temple (1.9%)   d. into the temple (11.8%)

25. οἱ διδάσκοντες are
     a. students (21.2%)   c. teachers (60.7%)
     b. lessons (14.8%)   d. graduates (3.0%)

26. Fill in the blank: ὁ Ἡρακλῆς ἐστὶ κρείττων ἢ _____.
     a. ὁ Περσεύς (28.6%)   c. τοῦ Περσέως (27.2%)
     b. τῶν Ἀθηναίων (27.5%)   d. τοῖς Ἀθηναίοις (15.9%)

27. From μανθάνω derives the English word
     a. empathy (16.8%)   c. mantle (11.5%)
     b. mathematics (55.2%)   d. thanatopsis (15.9%)

28. The form of the definite article that agrees with πατρός is
     a. ὁ (36.3%)   c. τούς (9.1%)
     b. τό (6.3%)   d. τοῦ (48.4%)

29. εἶδον serves as a tense of what verb?
     a. δίδωμι (7.4%)   c. ὁράω (69.0%)
     b. εἶμι (14.0%)   d. φέρω (9.1%)

30. The sentence νομίζομεν ὅτι οἱ στρατιῶται πείθονται ἡμῖν is virtually equivalent to:
     a. οἱ στρατιῶται νομίζουσιν πείθεσθαι ἡμῖν. (17.9%)
     b. οἱ στρατιῶται νομίζουσιν ὅτι πειθόμεθα. (17.9%)
     c. πιστεύομεν τοῖς στρατιώταις ὅτι πείθονται. (9.3%)
     d. νομίζομεν τοὺς στρατιώτας πείθεσθαι ἡμῖν. (53.6%)

Answer questions 31-40 based on the passage below. The passage derives from a court speech in ancient Athens. The speaker is appealing to have his disability pension from the state continued. Here he explains the state of his family, finances, and business (τέχνη).

1   ἐμοὶ γὰρ ὁ μὲν πατὴρ ἔλιπεν οὐδέν, τὴν δὲ μητέρα ἀποθανοῦσαν

2   πέπαυμαι τρέφων, τέκνα δ' ἐν τῷ οἴκῳ οὐκ ἔστιν ἅ με θεραπεύσει.

3   τέχνην δὲ κέκτημαι μὴ δυναμένην ὠφελεῖν, ἣν αὐτὸς μὲν

4   χαλεπῶς πράττω, οὐδένα δὲ δεξόμενον αὐτὴν οὐ δύναμαι

5   εὑρίσκειν. χρήματά δέ μοι οὐκ ἔστιν ἄλλα πλὴν τούτων,

6   ἃ ἐὰν ἀφέλησθέ με, κινδυνεύσω ὑπὸ τῇ χαλεπωτάτῃ γενέσθαι

7   τύχῃ. δικαίως οὖν σώσατέ με, ὦ ἄνδρες Ἀθηναῖοι,

8   καὶ μὴ κελεύσατέ με πονηρὰ πάσχειν ἀδίκως.

ἀδίκως unjustly
δέχομαι accept
δικαίως justly
κέκτημαι I have acquired
πλὴν except
ἐὰν ἀφέλησθέ με = "if you take away from me"

31. In lines 1-2 (ἐμοὶ… τρέφων), why does the speaker no longer take care of his mother?
      a. She died. (69.4%)
      b. The children are taking care of her. (4.4%)
      c. His father took her away. (13.2%)
      d. His father killed her. (12.6%)

32. The mood of πέπαυμαι (line 2) is
      a. infinitive (9.9%)   c. participle (9.1%)
      b. indicative (73.1%)   d. imperative (7.1%)

33. In line 2 (τέκνα… θεραπεύσει), the speaker explains what about his children?
      a. They will have no inheritance if the speaker loses his stipend. (15.7%)
      b. The speaker has no children at home to care for him. (68.4%)
      c. They stopped taking care of their mother. (6.0%)
      d. The servants in the house dislike the children. (8.2%)

34. ἣν (line 3) refers to
      a. μητέρα (line 1) (8.2%)   c. με (line 2) (8.2%)
      b. τέκνα (line 2) (10.7%)   d. τέχνην (line 3) (72.0%)

35. In lines 3-5 (τέχνην... εὑρίσκειν) we learn that the speaker seeks someone who will
      a. make sure the speaker's children inherit his business (14.8%)
      b. assume responsibility for the speaker's business (43.4%)
      c. help him make the business profitable (34.3%)
      d. help him purchase a new business (6.6%)

36. The case and number of οὐδένα (line 4) are
    a. nominative singular (17.3%)   c. nominative plural (19.8%)
    b. accusative singular (41.2%)   d. accusative plural (21.2%)

37. The case and function of χρήματα (line 5) are
    a. accusative, direct object of κινδυνεύσω (line 6) (12.1%)
    b. accusative, direct object of εὑρίσκειν (line 5) (10.2%)
    c. nominative, subject of ἔστιν (line 5) (65.9%)
    d. nominative, modifying an understood οὐδένα (from line 4) (11.0%)

38. The word τύχῃ (line 7)
    a. is the object of the preposition ὑπό (line 6) (50.9%)
    b. agrees with με (line 6) (4.4%)
    c. is the object of κινδυνεύσω (line 6) (19.8%)
    d. agrees with γενέσθαι (line 6) (23.9%)

39. What case and number is πονηρὰ (line 8)?
    a. nominative singular (17.0%)
    b. nominative plural (11.0%)
    c. accusative singular (33.2%)
    d. accusative plural (37.9%)

40. In lines 7-8 (δικαίως…ἀδίκως) what does the speaker tell the jurors to do and to avoid doing?
    a. preserve justice and not permit injustice (18.1%)
    b. save the speaker and not let him suffer (49.5%)
    c. save the Athenians from injustice and forbid unjust dealings (15.9%)
    d. preserve the rich justly and not let the poor suffer unjustly (14.8%)

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ΤΕΛΟΣ
The End

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Appendix 2. Textbooks

   In previous years, teachers participating in the exam have expressed curiosity, even concern, about textbooks. So this year, the committee for the first time polled participating institutions about what textbooks they used, for the purpose of checking whether particular approaches or textbooks stood at a distinct advantage or disadvantage. The results are, of course, limited. Among the thirty-three schools participating this year, only five textbooks were used by more than one, reflecting the number and variety of beginning Greek textbooks available. The five repeaters fall unambiguously into the so-called "grammar" or "reading" approaches, and so at least provide some rough comparison in this area. Three of them (two grammar-based approaches and one reading-based) had average scores somewhat above average and were within a 2.5% range of each other (see chart below). The other two (one grammar-based and one reading-based) averaged somewhat below the mean and were only 1.5% apart. The sample is still quite small, but at this point the committee does not see anything to suggest the exam favors a particular approach, but we will keep surveying and analyzing this information.

Textbook Type	No. Students	Exam Average
Grammar-based #1	39	66.1%
Grammar-based #2	17	64.4%
Reading-based #1	100	63.6%
Reading-based #2	26	52.2%
Grammar-based #3	81	50.7%