

2026



AP[®] Latin

Scoring Guidelines

Question 1: Short Answer

8 points

Hic amor, haec patria est. Si te *Karthaginis* arces
*Phoenissam*¹ *Libycaeque aspectus* detinet urbis,
 quae tandem *Ausonia* Teucros considerare terra
invidia est? Et nos *fas extera* quaerere regna.
 Me patris *Anchisae*, *quotiens umentibus* umbris
 nox operit terras, *quotiens astra ignea* surgunt,
admonet in somnis et *turbida* terret imago;
 me puer *Ascanius* capitisque iniuria cari,
 quem regno *Hesperiae fraudo* et fatalibus arvis.

5

Aeneid 4.347-355¹ refers to Dido*Karthago*, -inis, f.: Carthage*Phoenissa*, -ae, f.: Phoenician woman*Libycus*, -a, -um, adj.: Libyan, of Libya (a country in
north Africa)*aspectus*, -us, m.: sight*Ausonia*, -ae, f.: Italy*invidia*, -ae, f. = *odium*, -i*fas*, n. (indecl.): right*exterus*, -a, -um, adj. = *alienus*, -a, -um*Anchises*, -ae, m.: Anchises (the father of Aeneas)*quotiens*, adv.: as often as*umens*, -entis, adj.: wet*astrum*, -i, n. = *sidus*, -eris*igneus*, -a, -um, adj. = *ardens*, -entis*admoneo*, -ere = *moneo*, -ere*turbidus*, -a, -um, adj.: clouded*Ascanius*, -i, m.: Ascanius (the son of Aeneas)*Hesperia*, -ae, f.: Italy*fraudo*, -are: to deprive

Answer the following question(s) in English unless the question specifically asks you to provide Latin words.

- A. Identify one and only one of Aeneas's justifications in lines 1-4 (*Hic...regna*) for departing Carthage.
- B. Identify or describe the grammatical use of the noun *terra* (line 3).
- C. Indicate the scansion of line 4 in its entirety.
invidia est? Et nos fas extera quaerere regna.
 You may use any of the methods listed in the reference information.
- D. Identify one and only one description of the setting depicted in lines 5-6 (*quotiens...surgunt*).
- E. Identify the meaning of *imago* (line 7) in context.
- F. Identify the case of *capitis* (line 8).
- G. Translate in context the clause *fraudo fatalibus arvis* (line 9).
- H. Name the series of wars in which Rome ultimately sacked the city of Carthage.

Point 1	A	Italy is/will be his fatherland, homeland, his love(d country). OR Just as Dido’s concern for Carthage and her people keeps her there, so too does Aeneas’s concern for Italy, and his people call him to it. OR It is right, divinely decreed, fated, destined (that the Trojans seek out Italy, settle in a foreign land).	1 point
Point 2	B	(ablative of) place, where; location; describes where/in what place Aeneas wants to settle; in apposition to <i>Ausonia</i> ; describing what Ausonia is	1 point
Point 3	C	dactyl-spondee-spondee-dactyl-dactyl-spondee/trochee D-S-S-D-D-S/T/X — ◡◡ — — — — — ◡◡ — ◡◡ — x L SS L L L L L SS L SS L L/S/X [<i>invidi(a) est? Et nos fas exera quaerere regna</i>] Additional Notes: The line must be completely correct in its scansion. The final foot may be rendered as a spondee, as a long-short, or as a long-anceps (X). The response may have the names of the metrical units written out, S and D (and T) written out, long and short marks indicating long and short syllables, or L and S indicating long and short syllables. The response does not need to include the Latin. If it does, the copying of the Latin need not be perfect, nor do the indications of meter need to align with the syllables of the Latin. It is not necessary to mark the feet divisions or elisions (if applicable).	1 point
Point 4	D	night/shadows cover(s) the land; it gets dark; (it is) night OR lands are covered by (dewy/wet) shadows, lands/earths are covered; (it is) dewy/wet; (it is) shadowy OR (burning) stars rise, (burning) stars; sky is full of stars; starry	1 point
Point 5	E	image, likeness, ghost, appearance, apparition, shade, shadow	1 point
Point 6	F	genitive	1 point
Point 7	G	<i>fraudo</i> : I deprive, cheat; I am depriving, cheating <i>fatalibus</i> : fated, destined, fatal, deadly [must modify <i>arvis</i>] <i>arvis</i> : of/from fields, land(s), region(s)	1 point
Point 8	H	the Punic War(s), the Carthaginian War(s)	1 point

Question 2: Translation

15 points

The Bravery of Pliny's Uncle

Properat *illuc*, unde alii fugiunt, rectumque cursum recta
gubernacula in periculum tenet *adeo* solutus metu ut
 omnes illius mali motus, omnes figuras, ut *deprenderat*
 oculis *dictaret enotaretque*. Iam navibus cinis incidebat,
 quo propius *accederent*, *calidior* et densior.

5

Epistulae 6.16.10-11

illuc, adv.: to that place

gubernacula, -orum, n. pl.: direction

adeo, adv.: so, to such an extent

deprendo, -ere, -i = *conspicio*, -ere

dicto, -are: to dictate

enoto, -are: to note

accedo, -ere = *appropinquo*, -are

calidus, -a, -um, adj.: hot

Translate the passage as literally as possible.

For every correctly translated segment, award one point. Except for the segment indicated by “[scored for definition only],” the response must correctly translate all words in a given segment to receive credit for that segment.

1	Properat: (he/Pliny) hurries (forward), hastens, goes quickly, makes haste [may be translated in the past tense] illuc: to that place, there, that way	1 point each
2	unde: (from) where, from which (place), whence alii: others, other people/men/some [must be the subject of <i>fugiunt</i>] fugiunt: are fleeing, running away (from), taking flight, escaping [may be translated in the past tense]	
3	(-que): and rectum: straight, direct, undeviating, steady [must modify <i>cursum</i>] cursum: course, line, way, path, passage, journey, direction [must be a direct object]	
4	(-que): and recta: straight, direct, undeviating, steady [must modify <i>gubernacula</i>] gubernacula: direction(s), rudder(s) [must be a direct object]	
5	in: in, into, toward, for, to periculum: danger, risk, hazard, peril [must be the object of <i>in</i>]	
6	(-que): and tenet: (he/Pliny) holds (fast), keeps, has, maintains, possesses, owns [scored for definition only]	
7	adeo: so, so much, so very, to such an extent (that) solutus: (having been) free(d), loosened, unbound, released [must be nominative] metu: from (his) fear, dread, apprehension, terror, anxiety	
8	omnes: all (of), every [must modify <i>motus</i>] motus: motion(s), movement(s) [must be a direct object]	
9	illius: that, this, those, these, the [must modify <i>mali</i>] mali: of evil/bad (things), misfortune(s), calamity, suffering(s), woe(s), misery	
10	omnes: all (of), every [must modify <i>figuras</i>] figuras: shapes, figures, forms [must be a direct object]	
11	ut: that dictaret: he/Pliny was/would be/should be dictating, recording, composing, drawing up; he/Pliny (would have/should have) dictated, recorded, composed, drew up enotaret: (he/Pliny was/would be/should be) noting (down), marking out; (he/Pliny would have/should have) noted (down), marked out -que: and [must join <i>dictaret</i> and <i>enotaret</i>]	

12	ut: as, just as, when(ever), while deprenderat: he/Pliny had taken (them) in, seen, caught, discovered, perceived, understood, detected, discerned, observed (them) oculis: with/by (his own) eyes, eyesight, vision	
13	iam: now, already navibus: on(to)/in(to)/to (his/Pliny's) ship(s), vessel(s), boat(s), fleet cinis: ash(es), ember(s) [must be the subject of <i>incidebat</i>] incidebat: was falling, fell; was descending, descended	
14	quo: (to) where(ever); the, (by) however much, as [must be ablative degree of difference with <i>propius</i> and correlative with <i>calidior et densior</i>] propius: closer, more closely accederent: they/the ships were/would be/should be approaching; they/the ships would/should approach, approached; they/the ships were/would be/should be coming to; they/the ships would/should come, came to	
15	calidior: hotter, warmer [must be comparative] et: and densior: denser, thicker, more compact, heavier [must be comparative]	

Scoring Notes:

- Latin words in a segment with parentheses appear in two different segments. The parentheses indicate that this word may count toward the correctness of either of the segments, and a point should be awarded whenever possible.
- Words or phrases separated by a comma or a forward slash (/) are wholly interchangeable ways of translating the word. You can consider a comma or forward slash as equivalent to the word “OR.”
- Parentheses indicate words, e.g., “(my),” or parts of a word—such as whether a word is in the plural or not, e.g., “mind(s)” —that a response may include but does not have to in order to earn the point.
- A note in [brackets] specifies some requirement or clarification for a correct translation that is not easily captured in the listed translations. So, for example, the scoring guideline may note that a given noun’s translation [must be the subject of X verb].
- A word or phrase in {curly brackets} specifies that it is not required to be translated in the segment in order for a point to be awarded.

Question 3: Short Essay

8 points

“Equidem merui nec *deprecor*” inquit;
 “utere sorte tua. Miseri te si qua parentis
 tangere cura potest, oro (fuit et tibi talis
Anchises genitor), *Dauni miserere senectae*
 et me, seu corpus *spoliatum lumine* mavis,
 redde meis. Vicisti et victum tendere palmas
Ausonii videre; tua est *Lavinia* coniunx,
ulterius ne tende odiis.”

5

Aeneid* 12.931-938deprecor*, -ari = *precor*, -ari*Anchises*, -ae, m.: Anchises (the father of
Aeneas)*genitor*, -oris, m. = *pater*, -tris*Daunus*, -i, m.: Daunus (the father of
Turnus)*misereor*, -eri (+ gen.): to show mercy
toward*senecta*, -ae, f.: old age*spoliatum lumine* = “deprived of life”*Ausonii*, -orum, m. pl.: Ausonians*videre* = *viderunt**Lavinia*, -ae, f.: Lavinia (the daughter of
King Latinus and Queen Amata)*ulterius*, adv.: further

Answer the following question(s) in English unless the question specifically asks you to provide Latin words.

- A. (i) Describe Turnus’s attitude toward his own situation.
 (ii) Provide the Latin word(s) that support your answer in part (i).
 (iii) Translate in context the Latin word(s) you cited in part (ii).
- B. Identify one way Turnus tries to motivate Aeneas to show restraint. Explain how this appeal is made in the passage.

Your response should be 3 to 4 complete sentences in length.

In your response you should do the following:

- Respond to the prompt with an interpretation.
- Include at least one specific Latin citation from the passage. Provide the Latin and/or cite line numbers and translate or accurately paraphrase the Latin. Refer to more than a single word in your reference.
- Explain how the Latin citation(s) support(s) your response.

Reporting Category	Scoring Criteria	
Part A (i) Comprehension (0-1 points)	0 points Does not display adequate comprehension of the passage or relevant part of it.	1 point Displays an adequate comprehension of the passage or relevant part of it.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: • Provide no response to the prompt. • Restate the prompt. • Display an inaccurate comprehension of the passage or relevant part of it. • Display an incomplete comprehension of the passage or relevant part of it.	Responses that earn this point: • Display an accurate and complete comprehension of Turnus’s attitude toward his own situation.
	Examples that do not earn this point: Restate the prompt • <i>“Turnus describes a strong attitude toward the situation he is in.”</i> Display an inaccurate comprehension • <i>“Turnus says that he feels regretful about his own situation.”</i> Display an incomplete comprehension • <i>“Turnus thinks himself worthy.”</i>	Examples that earn this point: • <i>“Turnus says that he has deserved what he is experiencing.”</i> • <i>“He expresses resignation as he faces death at Aeneas’s hands.”</i> • <i>“humble and not resentful”</i>
	Additional Notes • In order for a response to earn this point, it must refer to Turnus’s state of mind (way of thinking or feeling), even if it describes an action.	

Reporting Category	Scoring Criteria	
Part A (ii) Provide Latin (0-1 points) Row 2	0 points Does not provide Latin that adequately supports the answer to part A (i).	1 point Provides Latin that adequately supports the answer to part A (i).
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: • Provide no Latin. • Provide Latin that does not support the answer to part A (i). • Provide Latin that partially supports the answer to part A (i).	Responses that earn this point: • Provide Latin that fully and accurately supports the answer to part A (i).
	Examples that do not earn this point: Provide Latin that does not support the response • “Miseri” Provide Latin that partially supports the response • “sorte tua”	Examples that earn this point: • “(Equidem) merui” • “Nec deprecor” • “victum (tendere palmas)”
	Additional Notes: • Parentheses indicate words that a response may but does not need to include in order to earn the point. • Responses can still earn the point for accurately supporting the answer to part A (i) even if the answer to part A (i) did not receive credit.	

Reporting Category	Scoring Criteria	
Part A (iii) Translation (0-1 points) Row 3	0 points Does not provide an accurate translation of the provided Latin.	1 point Provides an accurate translation of the provided Latin.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: • Provide no translation. • Provide an inaccurate translation of the answer to part A (ii). • Provide an incomplete translation of the answer to part A (ii).	Responses that earn this point: • Provide an accurate and complete translation of the answer to part A (ii).
	Examples that do not earn this point: Provide an inaccurate translation • “I am warning you” Provide an incomplete translation • “that I was extending my hands”	Examples that earn this point: • “and I am not begging” • “I have deserved/merited/been entitled to/been worthy of (this)” • “(that) I, (having been) defeated, (was extending my hands)”
	Additional Notes: • Responses must correctly translate all required words to earn the point. • If additional Latin is provided for part A (ii) and translated in part A (iii), the accuracy of the translation of this additional Latin does not affect the response’s score. • Responses can still earn the point for correctly translating the Latin in part A (ii) even if the answer to part A (ii) did not receive credit.	

Reporting Category	Scoring Criteria	
Part B Interpretation (0-1 points) Row 4	0 points Does not present an interpretation that responds directly to the prompt.	1 point Presents an interpretation that responds directly to the prompt.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: - Restate the prompt without responding to it. - Respond to a related but different prompt. - Do not respond to any single prompt.	Responses that earn this point: Present an interpretation that addresses how Turnus tries to motivate Aeneas to show restraint.
	Examples that do not earn this point: Restate the prompt <i>“In his speech, Turnus effectively motivates Aeneas to show restraint. He influences Aeneas and leads him to restrain himself with his persuasive words.”</i> Respond to a related but different prompt <i>“The passage shows us that Aeneas has three options: to let Turnus live, to kill him and return his body to his family, or to kill him and to keep/desecrate his body. Turnus clearly does not want his body to be desecrated in order to preserve his and his family’s honor.”</i> Do not respond to any single prompt [Response provides Latin citation from the passage and even an interpretation of the Latin citation without responding to a prompt.]	Examples that earn this point: Present an interpretation that responds directly to the prompt <i>“Turnus appeals to Aeneas’s compassion.”</i> <i>“He appeals to Aeneas’s pride.”</i> <i>“Turnus hopes that by appealing to Aeneas’s sense of accomplishment, Aeneas will spare him or at least allow his father to take possession of his dead body.”</i>
	Additional Notes: - The interpretation may be anywhere within the response. - An interpretation that meets the criteria can be awarded the point regardless of whether the provided Latin citations and explanations successfully support the interpretation.	

Reporting Category	Scoring Criteria		
Part B Latin Citation (0-2 points)	0 points Provides no Latin citation or one that is wholly incorrect from the provided text to support the response.	1 point Provides one partially correct Latin citation from the provided Latin text to support the response.	2 points Provides one correct Latin citation from the provided Latin text to support the response.
	Decision Rules and Scoring Notes		
	Responses that do not earn points: - Cite no Latin. - Present a citation, but the citation exhibits no understanding of the Latin. - Present a citation, but the citation exhibits a complete misunderstanding of the Latin.	Responses that earn 1 point: - Present a citation that exhibits a partially accurate understanding of the cited Latin. - Present a citation that, while not wholly inaccurate, contains significant errors and/or reflects a weak understanding of the Latin. - Present a citation that is no more substantive than a single Latin word or short phrase taken out of context.	Responses that earn 2 points: - Present a citation that exhibits an accurate understanding of the cited Latin. - Present a paraphrase or translation of cited Latin that may contain, at most, minor errors that do not detract from the response. - Present a citation that is more substantive than a single Latin word or a short phrase taken out of context.
	Examples that do not earn points: Cite no Latin <i>“To motivate Aeneas, Turnus says that Aeneas should take pity on Daunus, since Aeneas also has a father like that, Anchises. He also mentions that Aeneas has a wife and has been victorious. Aeneas should be proud of those things.”</i> Citation exhibits no understanding or a complete misunderstanding of the Latin <i>“To influence Aeneas’s emotions, Turnus says that Aeneas should remember that he, just like Anchises, is a father (fuit et tibi talis Anchises genitor) and act honorably.”</i>	Examples that earn 1 point: <i>“To influence Aeneas’s emotions, Turnus refers to Aeneas’s father, Anchises (Anchises genitor) and his own father Daunus (Dauni).”</i> <i>“To motivate Aeneas, Turnus says that Aeneas’s father Anchises was like him (fuit et tibi talis Anchises genitor, lines 3-4).”</i> <i>“To influence Aeneas’s emotions, Turnus says that Anchises belonged to Aeneas in such ways (fuit et tibi talis Anchises genitor).”</i>	Examples that earn 2 points: <i>“Turnus asks Aeneas to think of his own, late father Anchises (fuit et tibi talis Anchises genitor, lines 3-4), whom he compares to Daunus with the word ‘talis’ (such, of this kind).”</i> <i>“Turnus says ‘you had such a father, Anchises’ (fuit et tibi talis Anchises genitor) to Aeneas.”</i> <i>“Turnus’s mention of Aeneas’s late father, Anchises, in lines 3-4 (fuit et tibi talis Anchises genitor), who was ‘such’ (talis) as Daunus, draws a parallel between Turnus’s situation and Aeneas’s own life and relationships.”</i>
Additional Notes: Additional citations, whether accurate or not, do not affect the points awarded. (If there are multiple citations, some accurate but others not, points should be awarded for the 1 accurate citation.)			

Reporting Category	Scoring Criteria		
Part B Explanation (0-2 points)	0 points Provides no explanation of how the cited Latin relates to the prompt.	1 point Provides one incomplete explanation of how the cited Latin relates to the prompt.	2 points Provides one complete explanation of how the cited Latin relates to the prompt.
	Decision Rules and Scoring Notes		
	Responses that do not earn points: • Provide no explanation of the cited Latin. • Do not address the prompt in the explanation. • Do not address the specific Latin citation in the explanation. • Rely on incorrect assumptions about the Latin citation in the explanation.	Responses that earn 1 point: • Provide an explanation of how the cited Latin relates to how Turnus tries to motivate Aeneas to show restraint. • Do not go beyond mere summary of the cited Latin in the explanation. • Display only limited understanding of the implied information in the Latin citation and/or make inaccurate inferences in the explanation.	Responses that earn 2 points: • Adequately and successfully explain how the citation from the provided Latin text relates to how Turnus tries to motivate Aeneas to show restraint. • Relate the cited Latin to the prompt with substantive and sufficiently persuasive analysis in the explanation.

Row 6
(cont.)

Examples that do not earn points: Do not address the prompt “Aeneas’s father Anchises (Anchises genitor) is mentioned. Anchises has died earlier (fuit is past tense – ‘you had a father’) in the Aeneid but meets his son in the Underworld to give an important prophecy about the Roman future.” Do not address the specific Latin “With the phrase <i>Miseri te si qua parentis tangere cura potest</i>, Turnus expresses his own as well as Aeneas’s potential anxiety about the situation they find themselves in.”	Examples that earn 1 point: “Turnus points out that Aeneas had a father like Daunus (fuit et tibi talis Anchises genitor). By mentioning Aeneas’s father and his own, Turnus thus hopes to encourage Aeneas to act with restraint worthy of their fathers.” “Turnus points out that Aeneas, like him, had such a father (fuit et tibi talis Anchises genitor). He mentions Anchises, who tragically died earlier in the Aeneid but reappears in the Underworld to give Aeneas a prophecy about the future of the Romans.” “Turnus proclaims to Aeneas that he has won and that everyone knows he has won (Vicisti...videre, lines 6-7). In saying this, Turnus admits defeat.”	Examples that earn 2 points: “Turnus appeals to Aeneas’s compassion to imagine how Turnus’s death and the potential desecration of his corpse will hurt his father, Daunus. He does so by asking Aeneas to have mercy on the old age of his own father (Dauni miserere senectae), much as Aeneas would have wanted his father, Anchises, to be spared the misery of seeing his son’s body desecrated.” “Turnus asks Aeneas to think of his own, late father Anchises (fuit et tibi talis Anchises genitor), whom he compares to Daunus with the word ‘talis’ (such, of this kind). He urges him to have pity or mercy by putting himself in Turnus’s position and thinking about the effects of his actions.” “Turnus proclaims to Aeneas that he has won and that everyone knows he has won (Vicisti...videre, lines 6-7). In saying this, Turnus tries to appeal to Aeneas’s sense of mercy, as Turnus ‘stretches out his hands’ (tendere palmas) in an act of submission.”
Additional Notes: The explanation does not need to be in separate sentences. The Latin citation and the explanation of it can be contained in a single sentence (or multiple sentences).		

Question 4: Project Passage Short Essay – Prose**11 points**

Cur ergo Graecam etiam grammaticam oderam talia cantantem? Nam et Homerus peritus texere tales fabellas et dulcissime vanus est, mihi tamen amarus erat puero. Credo etiam Graecis pueris Vergilius ita sit, cum eum sic discere coguntur ut ego illum. Videlicet difficultas, difficultas 5 omnino ediscendae linguae peregrinae, quasi felle aspergebat omnes suavitates Graecas fabulosarum narrationum. Nulla enim verba illa noveram, et saevis terroribus ac poenis ut nossem instabatur mihi vehementer. Nam et Latina aliquando infans utique nulla noveram, et 10 tamen advertendo didici sine ullo metu atque cruciatu, inter etiam blandimenta nutricum et ioca adridentium et laetitias adludentium. Didici vero illa sine poenali onere urgentium. Hinc satis elucet maiorem habere vim ad discenda ista liberam curiositatem quam meticulosam necessitatem. 15

Confessiones 1.14.23

Answer the following question(s) in English unless the question specifically asks you to provide Latin words.

A. In your own words, summarize the passage in 4 to 5 complete sentences.

In your response you should do the following:

- Provide a summary sentence that identifies what the passage as a whole is about.
- Address the entire passage, including the beginning, middle, and end.

B. Describe Augustine's attitude toward the Greek language. Explain how the passage develops this attitude.

Your response should be 7 to 8 complete sentences in length.

In your response you should do the following:

- Respond to the prompt with an interpretation.
- Include at least two specific Latin citations from the passage. Provide the Latin and/or cite line numbers and translate or accurately paraphrase the Latin. Refer to more than a single word in your reference.
- Explain how the Latin citations support your response.
- Include one piece of relevant contextual or stylistic information, such as information about the broader work, genre, substantive elements of style, author, historical context, or Roman values.
- Explain how the contextual or stylistic reference supports your response.

Reporting Category	Scoring Criteria	
Part A Summary Sentence (0-1 points) Row 1	0 points Does not provide an accurate summary sentence.	1 point Provides an accurate summary sentence.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: • Provide no summary sentence. • Provide a summary sentence that inaccurately identifies what the passage as a whole is about. • Provide a summary sentence that summarizes only a part of the passage.	Responses that earn this point: • Provide a summary sentence that accurately identifies what the passage as a whole is about.
	Examples that do not earn this point: Provide an inaccurate summary sentence • <i>“Augustine discusses how it was harder to learn Greek than Latin because Greek is more difficult.”</i> Provide a partial summary sentence • <i>“In this passage, Augustine describes the harsh teaching methods of his Greek teachers.”</i>	Examples that earn this point: Provide a summary sentence that accurately summarizes the passage as a whole • <i>“In this passage, Augustine reflects on why it was less enjoyable for him to learn Greek than it was to learn Latin.”</i> • <i>“Augustine argues that curiosity is a better motivator for learning than force.”</i>
	Additional Notes: • When reasonable given the passage, a summary sentence may be awarded a point if it accurately summarizes the main argument or aim of the passage. • When there is room for interpretation about what the passage as a whole is about (for example, if the passage makes an argument), a summary sentence may be awarded a point so long as the interpretation is reasonable. It need not be sophisticated or persuasive. • Factual details about the passage (e.g., names) must be accurate for the response to earn a point. Misspellings that do not impede comprehension are acceptable.	

Reporting Category	Scoring Criteria	
Part A Summary of Beginning (First Third) (0-1 points) Row 2	0 points Does not provide an accurate or complete summary of the beginning of the passage.	1 point Provides an accurate and complete summary of the beginning of the passage.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: • Provide no summary of the beginning of the passage. • Inaccurately summarize the beginning of the passage. • Incompletely summarize the beginning of the passage.	Responses that earn this point: • Provide an accurate and complete summary of the beginning of the passage.
	Examples that do not earn this point: Inaccurately summarize the beginning of the passage • <i>“Augustine describes the complexity of the Greek language.”</i> Incompletely summarize the beginning of the passage • <i>“Augustine details why he likes Homer’s poetry.”</i>	Examples that earn this point: Accurately and completely summarize the beginning of the passage • <i>“Augustine describes his dislike of Greek as a boy despite liking Homer’s poetry.”</i> • <i>“Augustine talks about his hatred of learning Greek when he was a boy.”</i>
	Additional Notes: • Summary sections do not need to be a single sentence to be awarded a point. • An incomplete summary section leaves out a significant part of the passage. Minor details need not be included in order to earn the point. • Summary sections do not need to divide the passage evenly, in terms of lines or words. • Factual details about the passage (e.g., names) must be accurate for the response to earn a point. Misspellings that do not impede comprehension are acceptable.	

Reporting Category	Scoring Criteria	
Part A Summary of Middle (Second Third) (0-1 points) Row 3	0 points Does not provide an accurate or complete summary of the middle of the passage.	1 point Provides an accurate and complete summary of the middle of the passage.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: • Provide no summary of the middle of the passage. • Inaccurately summarize the middle of the passage. • Incompletely summarize the middle of the passage.	Responses that earn this point: • Provide an accurate and complete summary of the middle of the passage.
	Examples that do not earn this point: Inaccurately summarize the middle of the passage • <i>“Augustine tells how, although learning Greek was difficult, it was nonetheless enjoyable.”</i> Incompletely summarize the middle of the passage • <i>“Augustine describes how cruel teaching methods make learning a language unenjoyable.”</i>	Examples that earn this point: Accurately and completely summarize the middle of the passage • <i>“Augustine describes how his childhood dislike of Greek stemmed from the harsh and punitive methods through which he learned it.”</i> • <i>“Augustine says that, in addition to the difficulty of learning a new language, the cruel way he was taught Greek also made him hate it.”</i>
	Additional Notes: • Summary sections do not need to be a single sentence to be awarded a point. • An incomplete summary section leaves out a significant part of the passage. Minor details need not be included in order to earn the point. • Summary sections do not need to divide the passage evenly, in terms of lines or words. • Factual details about the passage (e.g., names) must be accurate for the response to earn a point. Misspellings that do not impede comprehension are acceptable.	

Reporting Category	Scoring Criteria	
Part A Summary of End (Final Third) (0-1 points) Row 4	0 points Does not provide an accurate or complete summary of the end of the passage.	1 point Provides an accurate and complete summary of the end of the passage.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: • Provide no summary of the end of the passage. • Inaccurately summarize the end of the passage. • Incompletely summarize the end of the passage.	Responses that earn this point: • Provide an accurate and complete summary of the end of the passage.
	Examples that do not earn this point: Inaccurately summarize the end of the passage • “Augustine considers how if he had learned Greek in a less supportive environment, he would not have mastered the language so easily.” Incompletely summarize the end of the passage • “Augustine compares how he learned Latin to how he learned Greek.”	Examples that earn this point: Accurately and completely summarize the end of the passage • “At the end of the passage, Augustine describes how he learned Latin naturally and through pleasing methods, which leads him to conclude that curiosity is a better teacher than force.” • “Augustine concludes by comparing how learning Latin was more enjoyable than learning Greek because the methods were not as harsh.”
	Additional Notes: • Summary sections do not need to be a single sentence to be awarded a point. • An incomplete summary section leaves out a significant part of the passage. Minor details, events, etc. need not be included. • Summary sections do not need to divide the passage evenly, in terms of lines or words. • Factual details about the passage (e.g., names) must be accurate for the response to earn a point. Misspellings that do not impede comprehension are acceptable.	

Reporting Category	Scoring Criteria	
Part B Interpretation (0-1 points) Row 5	0 points Does not present an interpretation that responds directly to the prompt.	1 point Presents an interpretation that responds directly to the prompt.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: - Restate the prompt without responding to it. - Respond to a related but different prompt. - Do not respond to any single prompt.	Responses that earn this point: Present an interpretation that addresses Augustine's attitude toward the Greek language.
	Examples that do not earn this point: Restate the prompt <i>"In this passage, Augustine discusses how he feels about the Greek language."</i> Respond to a related but different prompt <i>"Augustine describes how he preferred the way he learned Latin over the way he learned Greek."</i> Do not respond to any single prompt [Response provides Latin citation from the passage and even an interpretation of the Latin citation without responding to a prompt.]	Examples that earn this point: Present an interpretation that responds directly to the prompt <i>"Augustine's attitude toward the Greek language is one of resentment and frustration, stemming from his childhood experiences learning it."</i> <i>"Augustine's attitude toward the Greek language is complex, combining dislike with a grudging respect. He develops this nuanced perspective throughout the passage by acknowledging the beauty and value of Greek literature while lamenting his difficult experience learning it."</i> <i>"Augustine disliked Greek because of how he learned it as a child."</i>
	Additional Notes: - The interpretation may be anywhere within the response. - An interpretation that meets the criteria can be awarded the point regardless of whether the provided Latin citations and explanations successfully support the interpretation.	

Reporting Category	Scoring Criteria		
Part B Latin citation AND Explanation: First example (0-2 points) Row 6	0 points Does not provide an adequate Latin citation from the provided Latin text to support the response or an adequate explanation of how the cited Latin relates to the prompt.	1 point Provides one adequate Latin citation from the provided Latin text to support the response <u>BUT</u> provides no or inadequate explanation of how the cited Latin relates to the prompt.	2 points Provides one adequate Latin citation from the provided Latin text to support the response <u>AND</u> adequately explains how the Latin citation from the provided Latin text relates to the prompt.
	Decision Rules and Scoring Notes		
	Responses that do not earn points: • Cite no Latin. • Present a citation, but the citation exhibits no understanding of the Latin. • Present a citation, but the citation exhibits a complete misunderstanding of the Latin.	Responses that earn 1 point: • Present a citation that exhibits an accurate understanding of the Latin. • Present a citation that is more substantive than a single Latin word or a short phrase taken out of context. <u>BUT</u> • Provide no explanation of the cited Latin. • Do not address Augustine's attitude toward the Greek language in the explanation. • Do not address the specific Latin cited in the explanation. • Rely on incorrect assumptions about the Latin citation in the explanation. • Do not go beyond mere summary of the cited Latin in the explanation.	Responses that earn 2 points: • Present a citation that exhibits an accurate understanding of the Latin. • Present a citation that is more substantive than a single Latin word or a short phrase taken out of context. <u>AND</u> • Adequately explain how the Latin citation from the provided Latin text relates to Augustine's attitude toward the Greek language.

Row 6
(cont.)

Examples that do not earn points: Cite no Latin “Augustine opens his discussion with the rhetorical question about why he hates Greek so much, establishing from the beginning his attitude toward Greek.” Citation exhibits no understanding or a complete misunderstanding of the Latin “Augustine begins by claiming that he hated learning Greek because it required him to sing (Cur...cantantem, lines 1-2).”	Examples that earn 1 point: “Augustine explicitly states his hatred for Greek grammar in the opening line: Cur ergo Graecam etiam grammaticam oderam talia cantantem? (‘Why then did I hate Greek grammar singing such things?’)” “Augustine makes it clear that he favors Greek as an adult because he loathed it as a boy in saying, mihi tamen amarus erat puero (‘it however was bitter for me as a boy’).” “Augustine says that, although Homer is a skilled poet, he hated learning him as a child (Nam...puero, lines 2-3).”	Examples that earn 2 points: “Augustine explicitly states his past hatred for Greek grammar in the opening line: Cur ergo Graecam etiam grammaticam oderam talia cantantem? (‘Why then did I hate Greek grammar singing such things?’) This sets the tone for his negative attitude toward Greek throughout the passage.” “Augustine makes his dislike of Greek clear when discussing his time learning Homer, saying mihi tamen amarus erat puero (‘however he was disagreeable to me as a boy’).” “Augustine displays a complicated view of Greek, for while he disliked learning Greek as a boy (Cur...cantantem, lines 1-2), he nonetheless describes Homer as skilled and entertaining (Nam...est, lines 2-3).”
Additional Notes: - Paraphrase or translation of cited Latin may contain minor errors that do not detract from the response. - Additional citations beyond two, whether accurate or not, do not affect the points awarded. (If there are multiple citations, some accurate but others not, points should be awarded for the two accurate citations.) - An adequate explanation may (1) display only limited understanding of the implied information in the Latin citation and/or (2) make inaccurate inferences. - Adequate explanations do not need to be separate sentences. Latin support and the explanation of it can be contained in a single sentence (or multiple sentences). - Explanation may still earn the point if it relates the cited Latin to the prompt <u>but not the response’s interpretation</u>.		

Reporting Category	Scoring Criteria		
Part B Latin citation AND Explanation: Second example (0-2 points)	0 points <u>Beyond what earns the response points in Row 6:</u> Does not provide an adequate Latin citation from the provided Latin text to support the response or an adequate explanation of how the cited Latin relates to the prompt.	1 point <u>Beyond what earns the response points in Row 6:</u> Provides one adequate Latin citation from the provided Latin text to support the response <u>BUT</u> provides no or inadequate explanation of how the cited Latin relates to the prompt.	2 points <u>Beyond what earns the response points in Row 6:</u> Provides one adequate Latin citation from the provided Latin text to support the response <u>AND</u> adequately explains how the Latin citations from the provided Latin text relate to the prompt.
	Decision Rules and Scoring Notes		
Row 7	Responses that do not earn points: • Cite no Latin. • Present a citation, but the citation exhibits no understanding of the Latin. • Present a citation, but the citation exhibits a complete misunderstanding of the Latin.	Responses that earn 1 point: • Present a citation that exhibits an accurate understanding of the Latin. • Present a citation that is more substantive than a single Latin word or a short phrase taken out of context. <u>BUT</u> • Provide no explanation of the cited Latin. • Do not address Augustine's attitude toward the Greek language in the explanation. • Do not address the specific Latin cited in the explanation. • Rely on incorrect assumptions about the Latin citation in the explanation. • Do not go beyond mere summary of the cited Latin in the explanation.	Responses that earn 2 points: • Present a citation that exhibits an accurate understanding of the Latin. • Present a citation that is more substantive than a single Latin word or a short phrase taken out of context. <u>AND</u> • Adequately explain how the Latin citation from the provided Latin text relates to Augustine's attitude toward the Greek language.

Row 7
(cont.)

Examples that do not earn points: Cite no Latin “Despite expressing a great dislike for the Greek language, Augustine does admit that he likes Homer and that Greek stories are enjoyable.” Citation exhibits no understanding or a complete misunderstanding of the Latin “In lines 2-3, Augustine writes that Homer was skilled and sweet sounding and so beloved to him as a boy (mihi tamen amarus erat puero).”	Examples that earn 1 point: “Moreover, Augustine notes that despite the ‘sweetness’ of Greek stories, the difficulty of learning the language ‘sprinkled’ the process and language ‘as if with bile’ (quasi felle aspergebat).” “Augustine also notes that he learned Latin ‘without any fear and torture’ (sine ullo metu atque cruciatu).” “When Augustine notes that foreign languages are naturally hard to learn (Videlicet...peregrinae, lines 5-6), he emphasizes how lowly he thinks of Greek by implying that Greek is especially hard to learn.”	Examples that earn 2 points: “In contrast, Augustine describes his experience learning Latin as effortless and pleasant: Didici vero illa sine poenali onere urgentium (line 13, ‘Indeed I learned it without the punishing burden of those urging me’). This juxtaposition highlights his frustration with Greek and the methods used to teach it.” “However, he immediately follows lines 1-2 with an acknowledgment of Homer’s skill, describing him as peritus texere tales fabellas et dulcissime vanus (lines 2-3, ‘skilled at weaving such stories and most sweetly empty’). This reveals Augustine’s respect for Greek literature despite his personal difficulties with the language.” “Moreover, Augustine notes that despite the ‘sweetness’ of Greek stories, the difficulty of learning the language ‘sprinkled’ the process and language ‘as if with bile’ (quasi felle aspergebat). Here Augustine continues to express an ambivalence towards Greek, as he recognizes its beauty while noting how his learning it created a dislike towards it.”
Additional Notes: - Paraphrase or translation of cited Latin may contain minor errors that do not detract from the response. - Additional citations beyond two, whether accurate or not, do not affect the points awarded. (If there are multiple citations, some accurate but others not, points should be awarded for the accurate citation(s).) - An adequate explanation may (1) display only limited understanding of the implied information in the Latin citation and/or (2) make inaccurate inferences. - Adequate explanations do not need to be separate sentences. Latin support and the explanation of it can be contained in a single sentence (or multiple sentences). - Explanation may still earn the point if it relates the cited Latin to the prompt <u>but not the response’s interpretation</u>.		

Reporting Category	Scoring Criteria		
Part B Contextual or Stylistic Information (0-2 points) Row 8	0 points Does not include contextual or stylistic information that is relevant to the provided Latin text or explain how this information relates to the prompt.	1 point Includes contextual or stylistic information that is relevant to the provided Latin text <u>BUT</u> does not explain how this information relates to the prompt.	2 points Includes contextual or stylistic information that is relevant to the provided Latin text <u>AND</u> explains how this information relates to the prompt.
	Decision Rules and Scoring Notes		
	Responses that do not earn points: - Do not include any contextual or stylistic information relevant to the text. - Include contextual or stylistic information, but it is not accurate. - Include contextual or stylistic information, but it is not relevant to the provided Latin text.	Responses that earn 1 point: - Include accurate contextual or stylistic information relevant to the provided Latin text. <u>BUT</u> - Do not explain how the given contextual or stylistic information relates to Augustine's attitude toward the Greek language.	Responses that earn 2 points: - Include accurate contextual or stylistic information relevant to the text. <u>AND</u> - Adequately explain how the given contextual or stylistic information relates to Augustine's attitude toward the Greek language.

Row 8
(cont.)

Examples that do not earn points:

Include information, but it is inaccurate

- “Augustine’s dislike of Greek is surprising, for it was his country’s native language.”

Include information, but it is irrelevant

- “Of course, Augustine, who came from a wealthy Roman family, had many enslaved laborers.”

Examples that earn 1 point:

- “It’s important to consider that Augustine, as a well-educated Roman, would have been steeped in a culture that highly valued Greek literature.”
- “Of course, Augustine, who came from a wealthy Roman family, had many nurses and other paid or enslaved laborers around the house who spoke Latin and had to treat him well.”
- “Augustine emphasizes and introduces his past dislike of Greek with a rhetorical question: Cur...cantantem? (lines 1-2).”

Examples that earn 2 points:

- “Augustine elaborates on his hatred of Greek by describing how the difficulty of learning Greek quasi felle aspergebat omnes suavitates Graecas fabulosarum narrationum (lines 6-8, ‘as if with gall sprinkled all the Greek sweetness of fabulous narrations’). This vivid metaphor emphasizes how the struggle to learn the language overshadowed any potential enjoyment of Greek literature.”
- “It’s important to consider that Augustine, as a well-educated Roman, would have been steeped in a culture that highly valued Greek literature. This cultural context helps explain his conflicted attitude: while his personal experience led to resentment, his education and cultural background instilled in him a respect for Greek achievements.”
- “Of course, Augustine, who came from a wealthy Roman family, had many nurses and other paid or enslaved laborers around the house who spoke Latin and had to treat him well. In this way, Augustine may have been bound to dislike Greek, simply because it wasn’t his native language.”

Additional Notes:

- Examples of contextual or stylistic information include but are not limited to:
 - Information about the life and works of the author
 - Information about the larger work from which the passage is drawn
 - Information about the passage’s genre
 - Reference to substantive elements of style, such as simile or metaphor
 - Reference to Roman values
 - Reference to Greco-Roman mythology and legend
- An adequate explanation may make incorrect inferences based on the contextual or stylistic information provided.
- If the contextual or stylistic information on its own is not obviously relevant, a point will not be awarded unless its relevancy is explained.
- The same Latin citation and explanation can earn points for either Row 6 or Row 7 AND also Row 8 so long as they meet the criteria for both rows. In particular, the explanation would need to both address the specific Latin citation and also address the contextual or stylistic information, beyond simply mentioning it.

Question 5: Project Passage Short Essay – Poetry**11 points**

Quod mare non novit, quae nescit Ariona tellus?

Carmine currentes ille tenebat aquas.

Saepe sequens agnam lupus est a voce retentus,

saepe avidum fugiens restitit agna lupum.

Inde domum repetens puppem conscendit Arion, 5

atque ita quaesitas arte ferebat opes.

Forsitan, infelix, ventos undasque timebas:

at tibi nave tua tutius aequor erat.

Namque gubernator dstricto constitit ense 10

ceteraque armata conscia turba manu.

Ille, metu pavidus, “Mortem non deprecor” inquit,

“sed liceat sumpta pauca referre lyra.”

Dant veniam ridetque moram: capit ille coronam,

quae possit crines, Phoebe, decere tuos;

induerat Tyrio bis tinctam murice pallam: 15

reddidit icta suos pollice chorda sonos,

flebilibus numeris veluti canentia dura

traiectus penna tempora cantat olor.

Protinus in medias ornatus desilit undas; 20

spargitur impulsa caerula puppis aqua.

Inde (fide maius) tergo delphina recurvo

se memorant oneri subposuisse novo.

Ille, sedens citharamque tenens, pretiumque vehendi

cantat et aequoreas carmine mulcet aquas.

Fasti 2.83-86, 95-100, 103-116

Answer the following question(s) in English unless the question specifically asks you to provide Latin words.

A. In your own words, summarize the passage in 4 to 5 complete sentences.

In your response you should do the following:

- Provide a summary sentence that identifies what the passage as a whole is about.
- Address the entire passage, including the beginning, middle, and end.

B. Describe how the power of music is portrayed in the passage. Explain how the passage utilizes this theme.

Your response should be 7 to 8 complete sentences in length.

In your response you should do the following:

- Respond to the prompt with an interpretation.
- Include at least two specific Latin citations from the passage. Provide the Latin and/or cite line numbers and translate or accurately paraphrase the Latin. Refer to more than a single word in your reference.
- Explain how the Latin citations support your response.
- Include one piece of relevant contextual or stylistic information, such as information about the broader work, genre, substantive elements of style, author, historical context, or Roman values.
- Explain how the contextual or stylistic reference supports your response.

Reporting Category	Scoring Criteria	
Part A Summary Sentence (0-1 points) Row 1	0 points Does not provide an accurate summary sentence.	1 point Provides an accurate summary sentence.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: - Provide no summary sentence. - Provide a summary sentence that inaccurately identifies what the passage as a whole is about. - Provide a summary sentence that summarizes only a part of the passage.	Responses that earn this point: Provide a summary sentence that accurately identifies what the passage as a whole is about.
	Examples that do not earn this point: Provide an inaccurate summary sentence <i>“In this passage, Arion summons sea creatures to destroy some pirates and their ship.”</i> Provide a partial summary sentence <i>“Arion learns how to summon creatures with his music and then returns home.”</i>	Examples that earn this point: Provide a summary sentence that accurately summarizes the passage as a whole <i>“In this passage, Arion’s return home is interrupted when the ship’s crew mutinies and threatens his life, and he escapes by playing music that summons a dolphin, and the dolphin carries him to safety.”</i> <i>“This story about Arion describes how the musician is threatened by pirates but uses his god-like abilities with his lyre to charm a dolphin on whose back he escapes.”</i>
	Additional Notes: - When reasonable given the passage, a summary sentence may be awarded a point if it accurately summarizes the main argument or aim of the passage. - When there is room for interpretation about what the passage as a whole is about (for example, if the passage makes an argument), a summary sentence may be awarded a point so long as the interpretation is reasonable. It need not be sophisticated or persuasive. - Factual details about the passage (e.g., names) must be accurate for the response to earn a point. Misspellings that do not impede comprehension are acceptable.	

Reporting Category	Scoring Criteria	
Part A Summary of Beginning (First Third) (0-1 points) Row 2	0 points Does not provide an accurate or complete summary of the beginning of the passage.	1 point Provides an accurate and complete summary of the beginning of the passage.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: • Provide no summary of the beginning of the passage. • Inaccurately summarize the beginning of the passage. • Incompletely summarize the beginning of the passage.	Responses that earn this point: • Provide an accurate and complete summary of the beginning of the passage.
	Examples that do not earn this point: Inaccurately summarize the beginning of the passage • <i>“At the beginning of the passage, Arion just won a battle by charming animals with his music.”</i> Incompletely summarize the beginning of the passage • <i>“In the first part of the passage, Arion is introduced as a talented musician.”</i>	Examples that earn this point: Accurately and completely summarize the beginning of the passage • <i>“Arion, a gifted musician whose voice could affect animals, boarded a ship to carry him home from a musical contest he just won.”</i> • <i>“Ovid begins his story with Arion boarding a boat, despite his fear of the ocean, to go back home having just performed in a music contest.”</i>
	Additional Notes: • Summary sections do not need to be a single sentence to be awarded a point. • An incomplete summary section leaves out a significant part of the passage. Minor details need not be included in order to earn the point. • Summary sections do not need to divide the passage evenly, in terms of lines or words. • Factual details about the passage (e.g., names) must be accurate for the response to earn a point. Misspellings that do not impede comprehension are acceptable.	

Reporting Category	Scoring Criteria	
Part A Summary of Middle (Second Third) (0-1 points) Row 3	0 points Does not provide an accurate or complete summary of the middle of the passage.	1 point Provides an accurate and complete summary of the middle of the passage.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: • Provide no summary of the middle of the passage. • Inaccurately summarize the middle of the passage. • Incompletely summarize the middle of the passage.	Responses that earn this point: • Provide an accurate and complete summary of the middle of the passage.
	Examples that do not earn this point: Inaccurately summarize the middle of the passage • <i>“In the second part, pirates begged Arion to play music for them.”</i> Incompletely summarize the middle of the passage • <i>“Next, Arion played music on the ship as he headed home.”</i>	Examples that earn this point: Accurately and completely summarize the middle of the passage • <i>“In the second part of the passage, the ship’s crew mutinied and threatened Arion, who then asked to play a song.”</i> • <i>“Soon after leaving port, however, the pirates turned on Arion, who feared for his life.”</i>
	Additional Notes: • Summary sections do not need to be a single sentence to be awarded a point. • An incomplete summary section leaves out a significant part of the passage. Minor details need not be included in order to earn the point. • Summary sections do not need to divide the passage evenly, in terms of lines or words. • Factual details about the passage (e.g., names) must be accurate for the response to earn a point. Misspellings that do not impede comprehension are acceptable.	

Reporting Category	Scoring Criteria	
Part A Summary of End (Final Third) (0-1 points) Row 4	0 points Does not provide an accurate or complete summary of the end of the passage.	1 point Provides an accurate and complete summary of the end of the passage.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: - Provide no summary of the end of the passage. - Inaccurately summarize the end of the passage. - Incompletely summarize the end of the passage.	Responses that earn this point: Provide an accurate and complete summary of the end of the passage.
	Examples that do not earn this point: Inaccurately summarize the end of the passage <i>“In the final part of the passage, Arion’s music caused sea creatures to attack the ship and Arion swam away.”</i> Incompletely summarize the end of the passage <i>“Lastly, Arion played his magical lyre and the situation ended peacefully.”</i>	Examples that earn this point: Accurately and completely summarize the end of the passage <i>“Arion then played a magical song that summoned a dolphin and, before the crew knew what was happening, Arion jumped on its back and was carried away to safety.”</i> <i>“Finally, Arion overcame his fear and played a magical song, which charmed a dolphin that carried the musician away from the pirates and out of danger.”</i>
	Additional Notes: - Summary sections do not need to be a single sentence to be awarded a point. - An incomplete summary section leaves out a significant part of the passage. Minor details, events, etc. need not be included. - Summary sections do not need to divide the passage evenly, in terms of lines or words. - Factual details about the passage (e.g., names) must be accurate for the response to earn a point. Misspellings that do not impede comprehension are acceptable.	

Reporting Category	Scoring Criteria	
Part B Interpretation (0-1 points) Row 5	0 points Does not present an interpretation that responds directly to the prompt.	1 point Presents an interpretation that responds directly to the prompt.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: - Restate the prompt without responding to it. - Respond to a related but different prompt. - Do not respond to any single prompt.	Responses that earn this point: Present an interpretation that addresses how the passage portrays and utilizes the power of music.
	Examples that do not earn this point: Restate the prompt <i>“As with many of Ovid’s mythological stories, this passage utilizes the theme of the power of music.”</i> Respond to a related but different prompt <i>“In this passage, Arion is an example of a god and the power a divinity can wield.”</i> Do not respond to any single prompt [Response provides Latin citation from the passage and even an interpretation of the Latin citation without responding to a prompt.]	Examples that earn this point: Present an interpretation that responds directly to the prompt <i>“In the world of mythology, music has the magical ability to charm people and animals. Here, Arion uses this divine power to control animals and escape certain death.”</i> <i>“Arion’s ability to influence the natural world—whether living beings or nature—was well-known in the ancient world. In this passage, Arion shrewdly takes advantage of this talent to help him escape from pirates threatening his life. Using his music to charm a dolphin, Arion confidently hurls himself off the boat in the full expectation that the charmed dolphin will save him.”</i> <i>“In this passage, Arion, who is the son of Poseidon, demonstrates the ability of music to control the actions of animals (here, a dolphin) and to escape a perilous situation.”</i>
	Additional Notes: - The interpretation may be anywhere within the response. - An interpretation that meets the criteria can be awarded the point regardless of whether the provided Latin citations and explanations successfully support the interpretation.	

Reporting Category	Scoring Criteria		
Part B Latin citation AND Explanation: First example (0-2 points) Row 6	0 points Does not provide an adequate Latin citation from the provided Latin text to support the response or an adequate explanation of how the cited Latin relates to the prompt.	1 point Provides one adequate Latin citation from the provided Latin text to support the response <u>BUT</u> provides no or inadequate explanation of how the cited Latin relates to the prompt.	2 points Provides one adequate Latin citation from the provided Latin text to support the response <u>AND</u> adequately explains how the Latin citation from the provided Latin text relates to the prompt.
	Decision Rules and Scoring Notes		
	Responses that do not earn points: • Cite no Latin. • Present a citation, but the citation exhibits no understanding of the Latin. • Present a citation, but the citation exhibits a complete misunderstanding of the Latin.	Responses that earn 1 point: • Present a citation that exhibits an accurate understanding of the Latin. • Present a citation that is more substantive than a single Latin word or a short phrase taken out of context. <u>BUT</u> • Provide no explanation of the cited Latin. • Do not address how the passage portrays and utilizes the power of music in the explanation. • Do not address the specific Latin cited in the explanation. • Rely on incorrect assumptions about the Latin citation in the explanation. • Do not go beyond mere summary of the cited Latin in the explanation.	Responses that earn 2 points: • Present a citation that exhibits an accurate understanding of the Latin. • Present a citation that is more substantive than a single Latin word or a short phrase taken out of context. <u>AND</u> • Adequately explain how the Latin citation from the provided Latin text relates to how the passage portrays and utilizes the power of music.

Row 6
(cont.)

Examples that do not earn points: Cite no Latin “In this story about Arion, Ovid demonstrates the belief that music, in the hands of a talented musician, has essentially supernatural powers.” Citation exhibits no understanding or a complete misunderstanding of the Latin “In lines 5-6 (Inde...opes), Ovid uses Arion as an example of a clever musician seeking to control animals.”	Examples that earn 1 point: “In lines 5-6 (Inde...opes), Arion has boarded a ship to return home after winning a musical competition.” “Immediately, Ovid mentions that water (currentes aquas in line 2) and animals (agnam...lupum, lines 3-4) are all weak enough to be swayed by music alone.” “Lines 3-4 (Saepe...lupum) make it clear that Arion enjoys his ability to manipulate animals into doing unnatural things with his music.”	Examples that earn 2 points: “At the beginning of the passage, Ovid makes it clear that Arion is not just a talented musician, but also one whose musical abilities have the power to control both nature and animals (lines 2-4: Carmine...lupum).” “Ovid’s rhetorical question in line 1 (Quod...tellus?) emphasizes just how powerful music and those with musical abilities are, because ‘What sea does not know, what land does not know of Arion?’ Arion and his abilities are not just famous among people, but also among nature itself.” “Arion is introduced to the reader not just as a successful musician, but also one who has harnessed a song’s ability to control animals, such as wolves and lambs (Saepe...lupum, in lines 3-4).”
Additional Notes: - Paraphrase or translation of cited Latin may contain minor errors that do not detract from the response. - Additional citations beyond two, whether accurate or not, do not affect the points awarded. (If there are multiple citations, some accurate but others not, points should be awarded for the two accurate citations.) - An adequate explanation may (1) display only limited understanding of the implied information in the Latin citation and/or (2) make inaccurate inferences. - Adequate explanations do not need to be separate sentences. Latin support and the explanation of it can be contained in a single sentence (or multiple sentences). - Explanation may still earn the point if it relates the cited Latin to the prompt <u>but not the response’s interpretation</u>.		

Reporting Category	Scoring Criteria		
Part B Latin citation AND Explanation: Second example (0-2 points)	0 points <u>Beyond what earns the response points in Row 6:</u> Does not provide an adequate Latin citation from the provided Latin text to support the response or an adequate explanation of how the cited Latin relates to the prompt.	1 point <u>Beyond what earns the response points in Row 6:</u> Provides one adequate Latin citation from the provided Latin text to support the response <u>BUT</u> provides no or inadequate explanation of how the cited Latin relates to the prompt.	2 points <u>Beyond what earns the response points in Row 6:</u> Provides one adequate Latin citation from the provided Latin text to support the response <u>AND</u> adequately explains how the Latin citations from the provided Latin text relate to the prompt.
	Decision Rules and Scoring Notes		
Row 7	Responses that do not earn points: • Cite no Latin. • Present a citation, but the citation exhibits no understanding of the Latin. • Present a citation, but the citation exhibits a complete misunderstanding of the Latin.	Responses that earn 1 point: • Present a citation that exhibits an accurate understanding of the Latin. • Present a citation that is more substantive than a single Latin word or a short phrase taken out of context. <u>BUT</u> • Provide no explanation of the cited Latin. • Do not address how the passage portrays and utilizes the power of music in the explanation. • Do not address the specific Latin cited in the explanation. • Rely on incorrect assumptions about the Latin citation in the explanation. • Do not go beyond mere summary of the cited Latin in the explanation.	Responses that earn 2 points: • Present a citation that exhibits an accurate understanding of the Latin. • Present a citation that is more substantive than a single Latin word or a short phrase taken out of context. <u>AND</u> • Adequately explain how the Latin citation from the provided Latin text relates to how the passage portrays and utilizes the power of music.

Row 7
(cont.)

Examples that do not earn points: Cite no Latin “Arion demonstrates the power that music has by summoning a dolphin to carry him away from the pirates and the ship.” Citation exhibits no understanding or a complete misunderstanding of the Latin “Arion summons Apollo, who clothed him in magical robes of Tyrian purple (lines 13-15, capit...pallam).”	Examples that earn 1 point: “In lines 21-22 (Inde...novo), Arion escapes certain death by riding away on a dolphin.” “Lines 21-22 (Inde...novo) reveal how Arion harnesses the power of music, allowing Ovid to demonstrate this for his audience.” “By the end of the passage (lines 23-24, Ille...aquas), it is clear that music’s ability to control animals is more powerful than its ability to affect nature.”	Examples that earn 2 points: “In lines 21-22 (Inde...novo), Arion uses the power of music to summon a dolphin and escape certain death, which demonstrates the power of music in Greco-Roman mythology.” “Line 19 (Protinus...undas), in which Arion immediately jumps down into the very water that terrifies him (undas timebas, line 7), again illustrates the power of music, as the musician uses his abilities to overcome his fear and escape the pirates.” “When Arion escapes from the ship by summoning a dolphin and riding away, Ovid explicitly states that Arion ‘sings as the price for carrying him’ (pretiumque...cantat in lines 23-24). Thus, the singer utilizes song to overcome a life-threatening situation.”
Additional Notes: - Paraphrase or translation of cited Latin may contain minor errors that do not detract from the response. - Additional citations beyond two, whether accurate or not, do not affect the points awarded. (If there are multiple citations, some accurate but others not, points should be awarded for the accurate citation(s).) - An adequate explanation may (1) display only limited understanding of the implied information in the Latin citation and/or (2) make inaccurate inferences. - Adequate explanations do not need to be separate sentences. Latin support and the explanation of it can be contained in a single sentence (or multiple sentences). - Explanation may still earn the point if it relates the cited Latin to the prompt <u>but not the response’s interpretation</u>.		

Reporting Category	Scoring Criteria		
Part B Contextual or Stylistic Information (0-2 points) Row 8	0 points Does not include contextual or stylistic information that is relevant to the provided Latin text or explain how this information relates to the prompt.	1 point Includes contextual or stylistic information that is relevant to the provided Latin text <u>BUT</u> does not explain how this information relates to the prompt.	2 points Includes contextual or stylistic information that is relevant to the provided Latin text <u>AND</u> explains how this information relates to the prompt.
	Decision Rules and Scoring Notes		
	Responses that do not earn points: - Do not include any contextual or stylistic information relevant to the text. - Include contextual or stylistic information, but it is not accurate. - Include contextual or stylistic information, but it is not relevant to the provided Latin text.	Responses that earn 1 point: - Include accurate contextual or stylistic information relevant to the provided Latin text. <u>BUT</u> - Do not explain how the given contextual or stylistic information relates to how the passage portrays and utilizes the power of music.	Responses that earn 2 points: - Include accurate contextual or stylistic information relevant to the text. <u>AND</u> - Adequately explain how the given contextual or stylistic information relates to how the passage portrays and utilizes the power of music.

Row 8
(cont.)**Examples that do not earn points:****Include information, but it is inaccurate**

- “To illustrate the general power of music over the natural world, Ovid includes a simile about a lamb and a wolf in lines 3-4 (Saepe...lupum).”

Include information, but it is irrelevant

- “Ovid sought to highlight his own importance as a poet amid the dark period before and during his exile by publishing the *Metamorphoses* and *Epistulae ex Ponto*.”

Examples that earn 1 point:

- “The beginning of Ovid’s story includes instances of alliteration (*Carmines currentes* in line 2 and *Saepe sequens* in line 3).”
- “Ovid includes a simile in lines 17-18 (*flebilibus...olor*) to emphasize the story’s tone at that point.”
- “This story of Arion is included in the *Fasti*, which Ovid left unfinished when he was forced into exile.”

Examples that earn 2 points:

- “As Ovid introduces the story of Arion and the power of his music, the poet uses anaphora of *saepe* in lines 3-4 (*Saepe...saepe*) to emphasize the lasting control song can have over animals, a feature that is important to the outcome of this episode.”
- “In order to further explain just how moving Arion’s music was, the poet uses a poignant simile in lines 17-18 (*flebilibus...olor*). He compares the sounds produced by Arion’s lyre to the mournful sounds produced by a swan whose forehead has been pierced by an arrow. This simile clarifies that the types of tones Arion could produce from his lyre were so moving that they could change the course of the natural world.”
- “Arion’s story illustrating the power of music exemplifies Ovid’s purpose in composing the *Fasti* as a poem, which is to use song (i.e., meter) to bring to life the origins of Roman holidays and their customs for the Roman people.”

Additional Notes:

- Examples of contextual or stylistic information include but are not limited to:
 - Information about the life and works of the author
 - Information about the larger work from which the passage is drawn
 - Information about the passage’s genre
 - Reference to substantive elements of style, such as simile or metaphor
 - Reference to Roman values
 - Reference to Greco-Roman mythology and legend
- An adequate explanation may make incorrect inferences based on the contextual or stylistic information provided.
- If the contextual or stylistic information on its own is not obviously relevant, a point will not be awarded unless its relevancy is explained.
- The same Latin citation and explanation can earn points for either Row 6 or Row 7 AND also Row 8 so long as they meet the criteria for both rows. In particular, the explanation would need to both address the specific Latin citation and also address the contextual or stylistic information, beyond simply mentioning it.