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# AP<sup>®</sup> Italian Language and Culture

## Sample Student Responses and Scoring Commentary

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#### **Task 3—Conversation**

- Scoring Guidelines**
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**Question 3: Conversation**

**5 points**

**General Scoring Note**

When applying the scoring guidelines, the response does not need to meet every single criterion in a column. You should award the score according to the preponderance of evidence.

AP® Italian Language and Culture 2022 Scoring Guidelines

1 Poor	2 Weak	3 Fair	4 Good	5 Strong
<ul style="list-style-type: none"> <li>Unsuccessfully attempts to maintain the exchange by providing a series of responses that is inappropriate within the context of the task</li> </ul>	<ul style="list-style-type: none"> <li>Partially maintains the exchange with a series of responses that is minimally appropriate within the context of the task</li> </ul>	<ul style="list-style-type: none"> <li>Maintains the exchange with a series of responses that is somewhat appropriate within the context of the task</li> </ul>	<ul style="list-style-type: none"> <li>Maintains the exchange with a series of responses that is generally appropriate within the context of the task</li> </ul>	<ul style="list-style-type: none"> <li>Maintains the exchange with a series of responses that is clearly appropriate within the context of the task</li> </ul>
<ul style="list-style-type: none"> <li>Provides little required information (e.g., responses to questions, statement and support of opinion)</li> </ul>	<ul style="list-style-type: none"> <li>Provides some required information (e.g., responses to questions, statement and support of opinion)</li> </ul>	<ul style="list-style-type: none"> <li>Provides most required information (e.g., responses to questions, statement and support of opinion)</li> </ul>	<ul style="list-style-type: none"> <li>Provides most required information (e.g., responses to questions, statement and support of opinion) with some elaboration</li> </ul>	<ul style="list-style-type: none"> <li>Provides required information (e.g., responses to questions, statement and support of opinion) with frequent elaboration</li> </ul>
<ul style="list-style-type: none"> <li>Barely understandable, with frequent or significant errors that impede comprehensibility</li> </ul>	<ul style="list-style-type: none"> <li>Partially understandable, with errors that force interpretation and cause confusion for the listener</li> </ul>	<ul style="list-style-type: none"> <li>Generally understandable, with errors that may impede comprehensibility</li> </ul>	<ul style="list-style-type: none"> <li>Fully understandable, with some errors that do not impede comprehensibility</li> </ul>	<ul style="list-style-type: none"> <li>Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility</li> </ul>
<ul style="list-style-type: none"> <li>Very few vocabulary resources</li> </ul>	<ul style="list-style-type: none"> <li>Limited vocabulary and idiomatic language</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate but basic vocabulary and idiomatic language</li> </ul>	<ul style="list-style-type: none"> <li>Varied and generally appropriate vocabulary and idiomatic language</li> </ul>	<ul style="list-style-type: none"> <li>Varied and appropriate vocabulary and idiomatic language</li> </ul>
<ul style="list-style-type: none"> <li>Little or no control of grammar, syntax, and usage</li> </ul>	<ul style="list-style-type: none"> <li>Limited control of grammar, syntax, and usage</li> </ul>	<ul style="list-style-type: none"> <li>Some control of grammar, syntax, and usage</li> </ul>	<ul style="list-style-type: none"> <li>General control of grammar, syntax, and usage</li> </ul>	<ul style="list-style-type: none"> <li>Accuracy and variety in grammar, syntax, and usage, with few errors</li> </ul>
<ul style="list-style-type: none"> <li>Minimal or no attention to register</li> </ul>	<ul style="list-style-type: none"> <li>Use of register is generally inappropriate for the conversation</li> </ul>	<ul style="list-style-type: none"> <li>Use of register may be inappropriate for the conversation with several shifts</li> </ul>	<ul style="list-style-type: none"> <li>Generally consistent use of register appropriate for the conversation, except for occasional shifts</li> </ul>	<ul style="list-style-type: none"> <li>Mostly consistent use of register appropriate for the conversation</li> </ul>
<ul style="list-style-type: none"> <li>Pronunciation, intonation, and pacing make the response difficult to comprehend; errors impede comprehensibility</li> </ul>	<ul style="list-style-type: none"> <li>Pronunciation, intonation, and pacing make the response difficult to comprehend at times; errors impede comprehensibility</li> </ul>	<ul style="list-style-type: none"> <li>Pronunciation, intonation, and pacing make the response generally comprehensible; errors occasionally impede comprehensibility</li> </ul>	<ul style="list-style-type: none"> <li>Pronunciation, intonation, and pacing make the response mostly comprehensible; errors do not impede comprehensibility</li> </ul>	<ul style="list-style-type: none"> <li>Pronunciation, intonation, and pacing make the response comprehensible; errors do not impede comprehensibility</li> </ul>
<ul style="list-style-type: none"> <li>Clarification or self-correction (if present) does not improve comprehensibility</li> </ul>	<ul style="list-style-type: none"> <li>Clarification or self-correction (if present) usually does not improve comprehensibility</li> </ul>	<ul style="list-style-type: none"> <li>Clarification or self-correction (if present) sometimes improves comprehensibility</li> </ul>	<ul style="list-style-type: none"> <li>Clarification or self-correction (if present) usually improves comprehensibility</li> </ul>	<ul style="list-style-type: none"> <li>Clarification or self-correction (if present) improves comprehensibility</li> </ul>

**Score of 0: UNACCEPTABLE**

- Mere restatement of language from the prompts
- Clearly does not respond to the prompt; completely irrelevant to the topic
- “I don’t know,” “I don’t understand,” or equivalent in any language
- Clearly responds to the prompts in English

**NR (No Response): BLANK (no response although recording equipment is functioning)**

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### Question 3

**Note:** Students' responses are quoted verbatim and may contain spelling and grammatical errors. In the transcripts of students' speech quoted in the commentaries, a three-dot ellipsis indicates that the sample has been excerpted. Two dots indicate that the student paused while speaking.

#### Overview

This task assessed speaking in the interpersonal communicative mode by having students engage in a simulated conversation. Students were first allotted 1 minute to read a preview of the conversation, including an outline of each turn in the conversation. Then the conversation proceeded, including 20 seconds for students to speak at each of the 5 turns. The responses had to appropriately address each turn in the conversation according to the outline as well as the simulated interlocutor's utterances. The series of 5 responses received a single holistic score based on how well it accomplished the assigned task.

The course theme for the conversation task was Families and Communities (*Famiglia e società*). For this task, students needed to respond to five audio prompts spoken by Enrico, an Italian friend who is hosting the student in his house and who wishes to discuss his group of friends and some possible plans for the night and the weekend.

The question assessed the students' performance in Interpersonal Speaking by engaging them in a series of exchanges on a familiar topic—different ways to connect with one's friends as well as plans to go out with them—generated by Enrico's inquiries. The students had to interact with the interlocutor to produce language that appropriately responded to Enrico's questions. They were expected to understand Enrico's utterances by relying on familiar vocabulary or by using the context to infer the meaning of unfamiliar words. They needed to maintain the conversation in a culturally appropriate fashion consistent with the informal register. Moreover, the conversation required students to perform a series of language functions—answer questions and state preferences or provide details; state opinions and provide details; decline offers and provide reasons; and accept offers and ask questions—through simple, compound, and complex sentences, and through the use of different time frames.

1. Enrico is hosting the student at his house in Italy. Enrico asks the student what he should prepare for breakfast. The student had to answer the question and state a preference for a particular breakfast food or foods.
2. Enrico asks the student to express an opinion about his friends, whom the student has recently met. The student had to state an opinion about Enrico's friends and provide details.
3. Enrico asks where, when at home, the student meets/socializes with friends. The student had to answer the question and provide details about where, when at home, they meet/socialize with friends.
4. Enrico invites the student to join him and his friends for an outing to a pizzeria and dance club that evening. The student had to decline the offer to go out with Enrico and his friends and provide a reason for declining.
5. Enrico invites the student to go with him to the stadium the following Sunday by Vespa. The student had to accept the offer and ask a follow-up question.

**Question 3 (continued)****Sample: 3A****Score: 5****Transcription of Student’s Response(s):**

1. *Oggi per colazione preferisco dei ceii . . cereali . . ahm . . preferisco cereali perché è leggero e non voglio mangiare troppo oggi, perché c’ho tanto da fare e il cibo pesante mi fa dormire.*
2. *Penso del tuo gruppo de amici che . . sia . . gentile . . ah . . i . . i tuoi amici non sono troppo malamenti e studiano mu . . molto . . e allora so che sono responsabili, e pure sono divertenti. Mi piacciono tanto.*
3. *Quando sono a casa incontro i miei amici . . ah . . quando non siamo a scuola al . . eh . . al cinema, perché ci piace guardare i film tantissimo quando sono a casa . . È un hobby preferito.*
4. *No, mi dispiace, non posso, perché non c’ho l’età per andare in discoteca. Sono troppo giovane adesso. Sono . . di . . sedici anni e si deve essere . . diciò . . si deve avere diciotto anni per andare in discoteca. Mi dispiace tanto.*
5. *Ma certo che voglio venire con te! Uhm . . sono così emozionata per andare al stadio . . allo stadio con te. Ma voglio sapere se hai un altro elmo per me? Grazie, però.*

**Commentary**

The response earned a score of 5 because the exchange contains a series of responses that is clearly appropriate within the context of the task. It provides all required information with frequent elaboration (“*preferisco cereali perché è leggero e non voglio mangiare troppo oggi, perché c’ho tanto da fare e il cibo pesante mi fa dormire.*”; “*si deve avere diciotto anni per andare in discoteca.*”). Despite occasional errors that do not impede comprehensibility, the exchange is fully understandable, with ease and clarity of expression (“*Ma certo che voglio venire con te! Uhm . . sono così emozionata*”). The vocabulary is varied and appropriate, and the exchange includes idiomatic language (“*il cibo pesante mi fa dormire*”). There is accuracy and variety in grammar, syntax, and usage, with few errors (“*Sono . . di . . sedici anni*”). The exchange also shows a consistent use of register appropriate for the conversation (“*No, mi dispiace, non posso . . si deve avere diciotto anni per andare in discoteca.*”), with good intonation and pacing. Clarification or self-correction improves comprehensibility (“*si deve essere . . diciò . . si deve avere diciotto anni*”).

**Sample: 3B****Score: 3****Transcription of Student’s Response(s):**

1. *Oggi per colazione possiamo . . possiamo mangiare la frutta o il cereale con la latte uh . . o possiamo mangiare uh . .*
2. *Mi piace le . . le tu amici . . mi piace la tu amica Maria perché è simpatica e . . le piace giocare più giochi con me.*
3. *Io incontro le mi amici nel cinema o nel parco dipende nella clima . . e il tempo um . . alcune vece solamente nella mia casa.*
4. *Io . . Io puoi venire con . . le la tu . . la sue amiche . . uh nella pizzeria. Ma non posso andare . . per lunghi perché ho compiti.*
5. *Non voglio venire con te perché non mi piace la Vespa. È un po’ daneroso e la mia madre non vuo . . vuole che io vado con te ma ti puoi vedere . .*

**Question 3 (continued)****Commentary**

The response earned a score of 3 because the exchange contains a series of responses that is somewhat appropriate within the context of the task. It provides most required information, with some responses that do not follow the indications in the outline of the conversation (“*Non voglio venire con te perché non mi piace la Vespa. È un po’ daneroso e la mia madre non vuo . . vuole che io vado con te ma ti puoi vedere ...*”). The exchange is generally understandable, with some errors that may impede comprehensibility (“*alcune vece*”; “*Ma non posso andare . . per lunghi perché ho compiti.*”). The response uses vocabulary and idiomatic language that are appropriate but basic (“*Non voglio venire con te perché non mi piace la Vespa.*”). There is some control of grammar, syntax, and usage (“*mi piace la tu amica Maria perché è simpatica*”). The use of register is at times inappropriate for the conversation, with several shifts (“*la sue amiche*”). Pronunciation, intonation, and pacing make the response generally comprehensible, though they occasionally impede comprehensibility.

**Sample: 3C****Score: 1****Transcription of Student’s Response(s):**

1. *Ah . . sì . . la mia casa è ahm buono . . io . . pulisco ahh io pulisco e . . io . . cucino.*
2. *No, io non ho amici perché ah dopo la superbowl ah loro uso ah loro mangiano ah il cibo.*
3. *La mia casa è accanto a la citta ah dove ha i mercati ha le persone e il cibo.*
4. *Io preferisco la discoteca perché . . le ragazze ah ecco ah m . . mi piace la musica al discoteca.*
5. *Io uso l’atomobile ah e il treno . . non uso la Vespa ah perché uhm io ho l’atomobile . . ah quando io sono giovane.*

**Commentary**

The response earned a score of 1 because the exchange is not maintained and the responses are inappropriate within the context of the task (“*Ah . . sì . . la mia casa è ahm buono . . io . . pulisco ahh io pulisco e . . io . . cucino.*”; “*La mia casa è accanto a la citta ah dove ha i mercati ha le persone e il cibo.*”). The response provides little required information (“*Io preferisco la discoteca perché . . le ragazze ah ecco ah m . . mi piace la musica al discoteca.*”), and there are very few vocabulary resources. There is little or no control of grammar, syntax, and usage (“*dopo la superbowl ah loro uso ah loro mangiano ah il cibo.*”). Pronunciation, intonation, and pacing make the response difficult to comprehend, with errors that impede comprehensibility.