

Chief Reader Report on Student Responses: 2022 AP[®] Italian Language and Culture Free-Response Questions

• Number of Readers	26			
Total Group				
• Number of Students Scored	2,194			
• Score Distribution		Exam Score	N	%At
		5	496	22.6
		4	453	20.6
		3	598	27.3
		2	409	18.6
		1	238	10.8
• Global Mean	3.26			
Standard Group*				
• Number of Students Scored	1,609			
• Score Distribution		Exam Score	N	%At
		5	179	11.1
		4	361	22.4
		3	520	32.3
		2	347	21.6
		1	202	12.6
• Global Mean	2.98			

The following comments on the 2022 free-response questions for AP[®] Italian Language and Culture were written by the Chief Reader, Federica Santini, Professor of Italian and Interdisciplinary Studies, Kennesaw State University. They give an overview of each free-response question and of how students performed on the question, including typical student errors. General comments regarding the skills and content that students frequently have the most problems with are included. Some suggestions for improving student preparation in these areas are also provided. Teachers are encouraged to attend a College Board workshop to learn strategies for improving student performance in specific areas.

Question 1

Task: Email Reply

Topic: Families and Communities (*Famiglia e società*)

Max Score: 5

Total Group Mean Score: 3.45

Standard Group Mean Score: 3.31

What were the responses to this question expected to demonstrate?

This task assessed writing in the interpersonal communicative mode by having the student write a reply to an email message. Students were allotted 15 minutes to read the message and write the reply. Students needed to be able first to comprehend the email and then to write a reply using a formal form of address. The reply needed to address all the questions and requests raised in the message, as well as ask for more details about something mentioned in the message. The response received a single holistic score based on how well it accomplished the assigned task.

The course theme for the email reply was Families and Communities (*Famiglia e società*). Content and context were provided by the email from Giorgia Isola, the director of *Soggiorno au pair Italia*, an agency that matches Italian families with international au pairs. The email offered information regarding the opportunities the program makes available to participants, including expected working hours, compensation, and the average number of children in typical families. Students were expected to create with the language by using a variety of grammar structures and vocabulary appropriate to the context. They had to give information about themselves by answering two questions: the first one about their preference for a rural or urban accommodation, which they had to justify; the second one about their background in childcare or previous experiences with children. In addition, they had to demonstrate the ability to ask questions by asking for further information about something mentioned in the message.

How well did the responses address the course content related to this question? How well did the responses integrate the skills required on this question?

Content and Skills

The level of students' achievement on the task varied:

- Most responses had some or frequent elaboration, showing a certain level of familiarity with the cultural components of the topic.
- Few responses did not request further information about something mentioned in the prompt.

Language

- Most responses used a variety of compound sentences.
- Most responses included transitional words.
- The vocabulary used was generally appropriate, even though some responses mainly relied on vocabulary from the prompt.
- Many responses contained appropriate and varied vocabulary, though with some spelling errors (*"scoula"*; *"personi"*; *"vità"*; *"communicare"*; *"attiviti"*; *"mezzi pubblici"*; *"genetori"*; *"in contato"*; *"megliore"*).
- Several responses used an inappropriate register, most often in the body of the email message, but at times also in the opening and closing.

- Some responses lacked accuracy and control of grammar structures. Recurring problems were errors in subject-verb agreement, article-noun agreement, adjective-noun agreement, and verb tenses and conjugation. There was frequent use of verbs in the infinitive or the present tense. Frequent conjugation errors were noticeable in the use of the present (“*io preferiscono vivo*”; “*sceglie*”; “*voglio piace*”; “*io atteso*”), simple past (“*sono viaggiato*”; “*mi ha chiedo*”; “*è faccio*”; “*io lavorato*”), and future (“*lavoraro*”) tenses.
- Some responses showed Spanish or English interference (“*incontrare pronto*”; “*opzione*”; “*oportunidad*”; “*vacazione*”; “*cuido*”; “*trasportazione*”; “*gratuda*”; “*compensazione*”; “*l’avvanza di tecnologia*”).
- Some responses used idiomatic language (“*vale la pena*”).
- A few responses used simple sentences or strings of sentences.

What common student misconceptions or gaps in knowledge were seen in the responses to this question?

The directions of this task clearly indicated that the email was in response to an inquiry about an *au pair* job in Italy. While most responses were appropriate, a few responses did not talk about past experiences that would make one a suitable candidate for the job, but rather how this job would provide the student with a good experience for future employment.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> • A few responses asked to perform the job with the student’s own family. 	<ul style="list-style-type: none"> • Successful responses indicated the student’s preferred work setting and clearly explained the reason(s) for their preference to work in an urban or rural environment.
<ul style="list-style-type: none"> • A few responses misunderstood the opportunity being offered and asked to perform charity work for children and families in need. 	<ul style="list-style-type: none"> • Successful responses indicated previous professional or personal experiences with children and families that could help in performing the work as an <i>au pair</i>.

Based on your experience at the AP[®] Reading with student responses, what advice would you offer teachers to help them improve the student performance on the exam?

Teachers should do the following to help students improve their performance on this section of the exam:

- Guide students through the task’s instructions and ensure that they know and understand all its requirements: use of proper greetings and closings; answers to all questions; request for more details about something mentioned in the stimulus; use of the formal register.
- Explain the scoring guidelines for the task to students in order to help them become familiar with performance expectations.
- Help students familiarize themselves with the task and build their skills and confidence in responding by directing them to look for specific content in the email that they can use to ask for more information.
- Develop practice emails related to the six course themes, and have students write the response under actual exam conditions; score the responses according to the AP World Language and Culture Scoring Guidelines.
- Use the sample email tasks available online on AP Classroom, in the AP Daily videos, and in previous AP Exams, from 2012 to 2022, available online on AP Central, for practice.

- Assist students who continue to struggle with the formal form of verbs, pronouns, and possessive adjectives, and, consequently, with formal address. It would be helpful to focus on and practice the formal–informal distinction in writing and speaking through role-plays; to practice both reading and answering business correspondence; and to practice everyday-life scenarios (for instance, conversations with one’s doctor, a professor, a store manager, or a professional adult stranger).
- Develop targeted vocabulary activities to provide students with more vocabulary resources.
- Encourage control and accuracy in grammar and syntax by stressing the importance of gender and number agreement, subject-verb agreement, use of pronouns and possessive adjectives for formal address, and verb conjugations.
- Stress the importance of spelling and proper accentuation of words.
- Create opportunities for students to develop the habit of proofreading their work so that they can identify common lexical, grammatical, and/or syntactic errors.
- Encourage supportive peer reviews, reflection, and discussion of such errors in order to avoid them in the future.

What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?

- The AP Italian Language and Culture Course and Exam Description (CED) contains suggestions in the unit guides for building students’ skills in writing successful email replies. The email reply task model is presented and practiced in Units 1, 3, and 5. The CED can be accessed here: <https://apcentral.collegeboard.org/pdf/ap-italian-language-and-culture-course-and-exam-description.pdf>.
- Teachers should become familiar with all the online resources available to support instruction and assessment for AP Italian Language and Culture within AP Classroom. As noted above, the email reply task model is presented and practiced in Units 1, 3, and 5 (including multiple AP Daily Videos that focus on developing strategies for and practicing email replies) and again in the 2021 AP Exam On-Demand Review Video Session 3 and the 2022 AP Exam On-Demand Review Video Session 8. AP Classroom may be accessed here: <https://apcentral.collegeboard.org/courses/ap-italian-language-and-culture/classroom-resources?course=ap-italian-language-and-culture>.
- Through AP Classroom, teachers can also access the AP Question Bank. This is a searchable collection of past AP Exam questions where teachers can find and access email replies from previous exams. Teachers can also access three practice exams aligned to the 2022 Exam in the AP Question Bank, which provide additional practice in the email reply and can be scored using the provided scoring guidelines.
- Teachers can view the AP World Languages and Cultures online module on interpersonal writing, Interpersonal Communication: Developing Writing Abilities by Nyan-Ping Bi, to learn some strategies that focus on developing students’ interpersonal writing skills. Teachers can access this online module here: https://secure-media.collegeboard.org/ap/modules/world-languages-cultures/developing-interpersonal-writing-abilities/story_html5.html.
- Teachers can download the scoring guidelines for this task available on the AP Italian Language and Culture Exam page and use them to review expectations for student performance: <https://apcentral.collegeboard.org/courses/ap-italian-language-and-culture/exam>.
- Teachers can choose a sample email reply prompt from the posted free-response questions from 2012–2022 and access the corresponding student sample responses of high, mid, and low performances to share with students so they can examine student work vis-à-vis the scoring guidelines. This will inform them further of expectations for performance on this task, as well as the evaluative criteria for each score point: <https://apcentral.collegeboard.org/courses/ap-italian-language-and-culture/exam>.

- Teachers can assign email replies for students to complete under the same conditions and time constraints as on the exam and then score them using the scoring guidelines. Feedback to students should focus on what students should do to move their performance to the next higher level.
- Teachers should meet with colleagues who teach French, German, and Spanish to determine common issues across languages and to share strategies that will improve student performance.

Question 2

Task: Argumentative Essay

Topic: Global Challenges (*Sfide globali*)

Max Score: 5

Total Group Mean Score: 3.07

Standard Group Mean Score: 2.88

What were the responses to this question expected to demonstrate?

This task assessed writing in the presentational communicative mode by having the student write an argumentative essay on a given topic while referencing three sources of information about the topic. Students were first allotted 6 minutes to read the essay topic and the two printed sources. Then they listened to the audio source twice. Afterward, they had 40 minutes to write the essay. Students were asked to clearly present and thoroughly defend their own position on the topic. They were instructed to integrate viewpoints and information they found in all three sources to support their argument. As students referred to the sources, they were supposed to identify them appropriately and organize their essay into clear paragraphs. The response received a single holistic score based on how well it accomplished the assigned task.

The course theme of the argumentative essay was Global Challenges (*Sfide globali*). Students wrote essays in response to a question about the importance of finding creative solutions to address pollution of different kinds (i.e., water, air, etc.). Students needed to support their response with evidence taken from the following sources:

- A written article describing original and creative initiatives taken by Italian individuals and groups to help the environment by reducing plastic waste in rivers, lakes, and the ocean.
- An infographic that illustrates the negative impact of the excessive amount of plastic waste in the ocean and how pollution affects sea life, human health, the economy, and climate.
- An audio file in which a journalist interviews a Roman artist who found a creative way of recycling cans to raise awareness about the urgency of the environmental crisis by developing an art exhibition called “Crush.”

The prompt was in the form of a question and did not require previous knowledge of the topic. The three sources provided students with the contextual and content support to develop their essay. However, students were expected to understand the main idea(s) and supporting details of the three sources, understand some unfamiliar and idiomatic vocabulary by inferring its meaning from the context, and comprehend paragraph-length discourse, vocabulary, and structures. They were expected to demonstrate critical reading skills by identifying facts and data and understanding the intent of the texts, and to use that information to develop and defend their argument.

How well did the responses address the course content related to this question? How well did the responses integrate the skills required on this question?

Content and Skills

The level of students’ achievement on the task varied:

- Most responses demonstrated the ability to identify the main idea(s) and facts of each source, several supporting details, and the intent of the texts.
- Most responses demonstrated a moderate degree of comprehension of the sources.

- Some responses did not integrate content from all three sources to support the student’s position, but they often cited or identified at least two sources. The least well understood and integrated source was the audio (Source #3).
- Some responses did not provide an effective treatment of the topic within the context of the task because students were not able to correctly interpret the second and third sources while offering their own viewpoint.
- Some responses reflected a misinterpretation of the article (Source #1) in respect to its discussion of some of the creative solutions adopted to reduce plastic waste in rivers, lakes, and the ocean.
- Some responses also reflected a misinterpretation of the audio (Source #3) by failing to make the connection between the recycling of cans to produce art and the artist’s goal of raising awareness about waste, as they referred only to American pop art.
- Some responses presented the student’s position, but there was no development in support of it.
- Some responses demonstrated an ability to identify products and practices related to the topic and discern the perspectives behind them.
- A few responses did not address the prompt and only talked about how pollution affects animals or about plastic in general as a polluting agent. Nevertheless, they were still able to demonstrate a certain degree of comprehension of the sources.
- A few responses presented summaries of the sources without effectively integrating the information in support of the students’ own arguments.

Language

- There was a general lack of accuracy and variety in grammar, syntax, and language usage.
- The majority of responses used an appropriate vocabulary, indicating that students were comfortable with the topic.
- There were frequent errors in subject-verb and noun-adjective agreement.
- There was some use of modal verbs and progressive forms.
- There was limited variety in the use of verbal moods. Very few responses used the subjunctive or the conditional. There were some if-clauses.
- There were frequent spelling mistakes and transfers from native language(s).
- Most responses developed paragraph-length discourse with effective transitions, using a variety of simple, compound, and complex sentences; the majority of responses used simple and compound sentences to construct their paragraphs.
- Some responses used rhetorical questions and emphatic exclamations to strengthen the argument.

What common student misconceptions or gaps in knowledge were seen in the responses to this question?

The task required students to write an argumentative essay to submit to an Italian writing contest. The essay topic was based on three sources offering different viewpoints on the topic and included both printed and audio material. Most students understood Source #2 and referred to it appropriately. Many students understood Source #1, and many students misunderstood Source #3. However, most students were able to extrapolate and pull enough information from the sources to use in support of their argument.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> • The article in Source #1 discussed the increasing amounts of plastic waste in rivers, lakes, and oceans and presented three creative initiatives aimed at finding solutions to reduce plastic pollution in the water. Some responses only concentrated on how plastic waste harms marine life. 	<ul style="list-style-type: none"> • Successful responses correctly understood the sources' information—how important it is to adopt creative solutions to help solve environmental issues—and used it to support their argument. • Successful responses used information from Source #1 to support their argument on how adopting creative solutions can help the environment by: <ol style="list-style-type: none"> 1. Reducing plastic waste; 2. Improving marine life and human health; 3. Reducing the expenses necessary for cleaning efforts.
<ul style="list-style-type: none"> • The audio in Source #3 is an interview with the artist Fabio Ferrone Viola, who collects cans from all over the world to create art and raise awareness about the environment. Some responses concluded from the audio that: <ul style="list-style-type: none"> ○ the artist recycles clothes; ○ “love” was the theme of the exhibition; ○ “Crush” was a machine; ○ Coca-Cola is a company that helps the environment. 	<ul style="list-style-type: none"> • Successful responses correctly understood Source #3 and used it to support their argument on how creativity and art help raise awareness of the need to recycle and reduce waste.

Based on your experience at the AP[®] Reading with student responses, what advice would you offer teachers to help them improve student performance on the exam?

Teachers should do the following to help students improve their performance on this part of the exam:

- Make sure students understand the nature and characteristics of an argumentative essay.
- Remind students to carefully read the prompt and emphasize the fact that the essay is, above all, a response to it, while the information from the three sources serves to support the student's position on the topic as required by the prompt.
- Provide students with strategies to help them state their own opinion on a topic and construct their argument in a clear and organized manner, with supporting evidence from the three sources.
- Remind students to carefully read the introduction accompanying the sources.
- Develop strategies and activities that help students recognize the sources' viewpoints.
- Remind students that the sources do not necessarily express viewpoints for or against the topic.

- Encourage reflective practices by having students write short papers discussing their accomplishments in developing critical thinking skills in the Italian AP classroom and the next steps they need to take toward success.

What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?

- The AP Italian Language and Culture Course and Exam Description (CED) contains suggestions in the unit guides for building students' skills in writing successful essays. The argumentative essay task model is presented and practiced in Units 2, 4, and 6. This task is scaffolded to build students' skills and confidence. The first time it appears in Unit 2, students write an argumentative essay responding to a prompt using only two sources, and subsequently in Units 4 and 6, they write essays using three sources. The CED can be accessed here: <https://apcentral.collegeboard.org/pdf/ap-italian-language-and-culture-course-and-exam-description.pdf>.
- Teachers should become familiar with all the online resources available to support instruction and assessment for AP Italian Language and Culture within AP Classroom. As noted above, the Argumentative Essay task model is presented and practiced in Units 2, 4, and 6 (including multiple AP Daily Videos that focus on introducing, developing strategies for, and practicing argumentative essays) and again in the 2021 AP Exam On-Demand Review Video Session 6 and the 2022 AP Exam On-Demand Review Video Session 7. AP Classroom may be accessed here: <https://apcentral.collegeboard.org/courses/ap-italian-language-and-culture/classroom-resources?course=ap-italian-language-and-culture>.
- Through AP Classroom, teachers can access the AP Question Bank. This is a searchable collection of past AP Exam questions where teachers can find and access persuasive essay tasks from previous exams. Teachers can also access three practice exams aligned to the 2022 Exam in the AP Question Bank, which provide additional practice with the essay task and can be scored using the provided scoring guidelines.
- Teachers should view the AP World Languages and Cultures online module on Presentational Writing: Presentational Communication, A Focus on Writing, by Federica Santini. Teachers can access the online module here: https://secure-media.collegeboard.org/ap/modules/world-languages-cultures/presentational-communications-writing/story_html5.html.
- Teachers should download the scoring guidelines for this task available on the AP Italian Language and Culture Exam page and use them to review expectations for student performance, as well as the evaluative criteria for each score point: <https://apcentral.collegeboard.org/courses/ap-italian-language-and-culture/exam?course=ap-italian-language-and-culture>.
- Teachers should choose a sample essay prompt and its sources from the posted 2012-2022 free-response questions available on AP Central: <https://apcentral.collegeboard.org/courses/ap-italian-language-and-culture/exam> and access the corresponding student sample responses of high, mid, and low performances to share with students, so that they can examine student work vis-à-vis the scoring guidelines. This will further inform them of expectations for performance on this task.
- Teachers should assign other persuasive (argumentative) essay prompts under the same conditions and time constraints as on the exam and then score them using the scoring guidelines. Feedback to students should focus on what students should do to move their performance to the next higher level.
- Teachers should meet with colleagues who teach French, German, and Spanish to determine common issues across languages and to share strategies that will improve student performance.

Question 3

Task: Conversation

Topic: Families and Communities (*Famiglia e società*)

Max Score: 5

Total Group Mean Score: 2.45

Standard Group Mean Score: 2.09

What were the responses to this question expected to demonstrate?

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.

How well did the responses address the course content related to this question? How well did the responses integrate the skills required on this question?

Content and Skills

The topic, tone, vocabulary, and structure of the conversation were clear. Overall, the majority of the responses demonstrated that the students understood the topic and the key words of the conversation (food, friends, and activities with friends) but did not always show an understanding of the specific meaning of the questions. The responses did not always appropriately address each turn in the conversation according to the outline as well as the simulated interlocutor's utterances.

In Turn 1, Enrico asked what kind of breakfast he should prepare for the student. The responses frequently included details about food that the students like to eat for lunch or dinner or discussed restaurants. Some responses provided a description of what the student had eaten for breakfast.

Turn 2 asked the student to express an opinion about Enrico's friends. The students often replied by describing their own friends.

Turn 3 required the student to state where, when at home, they meet their friends, meaning by "home" the place the student is from (as opposed to the place in Italy where they are living while residing as a guest in Enrico's house), but in their responses, students mostly referred to their households and provided details about their house and what activities they do with friends when staying home.

Language

- Most responses used basic vocabulary and limited idiomatic language. A general lack of vocabulary resources affected the quality of the responses, especially for Turn 3.
- The responses sometimes lacked accuracy and variety in grammar, syntax, and usage.

What common student misconceptions or gaps in knowledge were seen in the responses to this question?

Students had to participate in an informal conversation on a familiar topic related to food, friends, and activities on the course topic of Families and Communities (*Famiglia e società*). They had to interact with the interlocutor to produce language that appropriately responded to the questions. They were expected to understand the interlocutor'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.

Students had to maintain mostly uncomplicated communicative exchanges, express opinions and preferences, and provide supporting facts and descriptions. However, although students showed familiarity with the vocabulary of the conversation, their responses were often only generally appropriate due to limited understanding of the specific meaning of the questions.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> Question 2 asked the students to state an opinion about the interlocutor’s friends. Some responses provided a description of the student’s friends, such as: “<i>My friends are nice and funny; I have a good time with them.</i>”; “<i>I have a lot of friends, and I play soccer with them.</i>” 	<ul style="list-style-type: none"> Successful responses included elaboration about the interlocutor’s friends, such as: “<i>I like them because they are all very helpful.</i>”; “<i>They talk too much, but they make me feel welcome!</i>”
<ul style="list-style-type: none"> Question 3 required students to answer where, when at home, they meet their friends. Some responses provided details about the student’s house, such as: “<i>I meet with my friends in the kitchen because my house is small.</i>” 	<ul style="list-style-type: none"> Successful responses included elaboration, such as: “<i>I meet my friends at school, in the gym, or at the mall. We don’t have a piazza in my hometown like you do!</i>”

Based on your experience at the AP[®] Reading with student responses, what advice would you offer teachers to help them improve student performance on the exam?

Teachers should do the following to help students improve their performance on this part of the exam:

- Make students aware that sometimes they need to produce more than one language function in response to an audio prompt. Provide practice conversations that have students engage with two language functions in at least some of their responses.
- Make students aware that they may be asked to deal with some complicated situations or less familiar language functions, as described in the outline of the conversation (suggest an alternative, pose a problem, express doubts, express an opinion and justify it, ask a question).
- Have students practice informal, spontaneous conversations in class by providing them with topics and outlines that require them to greet, answer and ask questions, provide details, make a counterproposal, give advice, raise a doubt, etc.
- Encourage students to read and listen very carefully to the instructions about how to respond to the task, making sure that they make connections between what they hear and what is written in the conversation outline.
- Have students practice responding in 20 seconds. Encourage them to provide elaboration and details and to try to fully use their response time. Have students listen carefully to the prompt and say something relevant in response, even if what they say is brief. This sort of practice needs to occur throughout the school year.
- Provide students with some strategies to use if they do not understand one of the prompts or get off track.
- Offer students opportunities to listen to a wide variety of voices of different genders. Appropriate audio clips from various media would be useful for students both in and outside the classroom. Many of these materials are easily accessible on the internet.
- As the speaking component in the classroom should not be solely focused on the conversation task, a variety of activities should be introduced into the curriculum, such as interviews and debates. Consequently, teachers should also:
 - Provide opportunities for students to respond spontaneously in a variety of situations and contexts. This will improve students’ fluency and confidence in their speaking abilities.

- Encourage students to pay attention to verb tenses, subject–verb agreement, and other language structures that may impede effective communication when incorrect. Encourage students to self-correct when they hear themselves making a mistake, as successful self-correction is always viewed favorably.
- Help students expand vocabulary by exploring many of the recommended contexts/subthemes of the six required course themes. Work with students to develop their skills in circumlocution so that they will be able to continue speaking even if they do not have the most appropriate word for the context.
- Assign the sample conversations from 2012 to 2022 available online on AP Central under the same conditions and time constraints as on the exam and then score them using the exam scoring guidelines (feedback provided to students should focus on what students should do to move their performance to the next higher level).

What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?

- The AP Italian Language and Culture Course and Exam Description (CED) contains suggestions in the unit guides for building students’ skills for engaging in the conversation task model. This task model is specifically presented and practiced in Units 1, 3, and 5. The CED can be accessed here: <https://apcentral.collegeboard.org/pdf/ap-italian-language-and-culture-course-and-exam-description.pdf>.
- Teachers should become familiar with all the online resources available to support instruction and assessment for AP Italian Language and Culture within AP Classroom. As noted above, the conversation task model is presented and practiced in Units 1, 3, and 5 (including multiple AP Daily Videos that focus on developing strategies for and practicing student conversations) and again in the 2021 AP Exam On-Demand Review Video Session 7 and the 2022 AP Exam On-Demand Review Video Session 8. AP Classroom may be accessed here: <https://apcentral.collegeboard.org/courses/ap-italian-language-and-culture/classroom-resources?course=ap-italian-language-and-culture>.
- Through AP Classroom, teachers can access the AP Question Bank. This is a searchable collection of past AP Exam questions where teachers can find and access conversation tasks from previous exams. Teachers can also access three practice exams aligned to the 2022 Exam in the AP Question Bank, which provide additional practice for the conversation task and can be scored using the scoring guidelines provided.
- Teachers should go to AP Central and view the AP World Languages and Cultures online module by Clarissa Adams-Fletcher in order to learn about strategies, resources, and activities that focus on developing interpersonal speaking skills. Teachers can access this online module here: https://secure-media.collegeboard.org/ap/modules/world-languages-cultures/interpersonal-communications/story_html5.html.
- Teachers should meet with colleagues who teach French, German, and Spanish to determine common issues across languages and to share strategies that will improve student performance.
- Teachers should work with students so they can respond with elaboration and detail in the 20 seconds they have for each response.
- Teachers should teach students how to use the conversation outline to their advantage. Look at commonalities from year to year so that students can anticipate possible types of questions and responses.
- Teachers should download a copy of the scoring guidelines for the conversation task available on the AP Italian Language and Culture Exam page and use them to review expectations for student performance. They should have students listen to the sample student responses available on AP

Central and use the scoring guidelines to understand how performance is assessed on the exam:
<https://apcentral.collegeboard.org/courses/ap-italianlanguage-and-culture/exam>.

Question 4

Task: Cultural Comparison

Topic: Contemporary Life (*Vita contemporanea*)

Max Score: 5

Total Group Mean Score: 2.12

Standard Group Mean Score: 1.82

What were the responses to this question expected to demonstrate?

This task assessed speaking in the presentational communicative mode by having the student make a comparative oral presentation on a cultural topic. Students were allotted 4 minutes to read the topic and prepare the presentation and then 2 minutes to deliver the presentation. The presentation had to compare an area of the Italian-speaking world to the students' own community or another community of their choice, demonstrating understanding of cultural features of the Italian-speaking world. Furthermore, the presentation had to be organized clearly. The response received a single holistic score based on how well it accomplished the assigned task.

The course theme for the cultural comparison task was Contemporary Life (*Vita contemporanea*). The task consisted of a question that asked students about the role of open-air markets (selling food, clothes, etc.) in an Italian-speaking community with which they are familiar and in another community of their choice. Students had to plan and produce a spoken presentation, comparing an area of the Italian-speaking world with another community in relation to the given topic.

How well did the responses address the course content related to this question? How well did the responses integrate the skills required on this question?

Content

In order to demonstrate an understanding of different features of the target culture, students could rely on their previous and personal knowledge or first-hand experience or recombine information from materials they saw, analyzed, and discussed in class when covering the six themes of the AP Italian Language and Culture curriculum. This year the theme was Contemporary Life (*Vita contemporanea*). Responses, however, could make use of other disciplines and other themes and subthemes inherent to the topic within the AP Curriculum, e.g., Families and Communities (*Famiglia e società*).

Skills and Language

Responses were expected to accomplish the comparison task by organizing the presentation in paragraph-length discourse and using a variety of simple and compound sentences in major time frames. Vocabulary needed to be varied and appropriate for the context in order to make the presentation understandable. Also, pronunciation, intonation, and pacing contributed to the accomplishment of the task by making the presentation comprehensible.

What common student misconceptions or gaps in knowledge were seen in the responses to this question?

The task required students to make a comparative oral presentation on the role of open-air markets in an Italian-speaking community with which they are familiar and in another community of their choice. Most of the students were able to describe a variety of market items in the two communities, but many students did not clearly address the specific topic of the prompt (“the role of open-air markets”).

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> A few responses did not address the prompt and talked instead about subjects irrelevant to the topic (e.g., family, food, school). 	<ul style="list-style-type: none"> Successful responses clearly addressed the topic of the role of open-air markets both in the target culture and in the student’s own culture(s).
<ul style="list-style-type: none"> Some responses focused generally on the Course Theme (<i>Tema del corso</i>), Contemporary Life (<i>Vita contemporanea</i>), instead of developing a response to the specific topic of the prompt (<i>Argomento della relazione</i>). Therefore, in their presentation some students talked about various similarities and the differences between the two cultures but did not present a response to the specific topic. 	
<ul style="list-style-type: none"> Some responses provided a list of items to be found in open-air markets (clothes, food, etc.) in general, without any reference to open-air markets or their role. 	<ul style="list-style-type: none"> In successful responses, students showed their understanding of the topic of the prompt through the description of market items and/or activities that can be done in markets (e.g., socializing) in their answers, even when they did not explicitly mention the role of open-air markets.
<ul style="list-style-type: none"> Some responses discussed the topic only within the target culture or their own culture, without developing any comparison. 	<ul style="list-style-type: none"> Successful responses were organized and generally understandable, with a clear comparison between the target culture and another culture.
<ul style="list-style-type: none"> Some responses mentioned two cultures, but their comparison mainly consisted of statements with no development (2 lists). 	

Based on your experience at the AP[®] Reading with student responses, what advice would you offer teachers to help them improve student performance on the exam?

Teachers should do the following to help students improve their performance on this part of the exam:

- Advise students to read the directions carefully and make sure that in their response they address the specific topic of the prompt (*Argomento della relazione*) and not the Course Theme (*Tema del corso*).
- Remind students that they need to address all aspects of this task by making clear comparisons between a community belonging to the target culture and another community of their choice by including relevant details and examples.
- Remind students that the target culture has to be mentioned explicitly by referring to Italy, Italian culture, Italian-speaking communities, Italians, or the like, and that they need to demonstrate their knowledge and understanding of the target culture.
- Have students practice making connections among different topics so that they are prepared to address all elements of the task.

- Select up-to-date materials to discuss the target culture and guide students toward moving from stereotypes and generalizations to a deeper understanding of Italian culture in its many diverse aspects, including Italian-speaking communities around the world.
- Develop targeted vocabulary activities to provide students with ample vocabulary resources.
- Provide models to help build students' skills in organizing, comparing, and presenting information while preparing a cultural comparison.
- Continue to review cohesive devices and transitional elements so that students can deliver an organized presentation.
- Provide students with a list of conjunctions, adverbs, and transitional elements for making comparisons.
- Have students pay attention to grammar, syntax, and vocabulary. Even though the AP Exam is not focused on grammar, students cannot effectively communicate and perform well when they have a limited control of grammar, syntax, and vocabulary.
- Have students engage in reflective practices by reflecting on their abilities to make cultural comparisons in Italian and establishing targets for further development and success.

What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?

- The AP Italian Language and Culture Course and Exam Description (CED) contains suggestions in the unit guides for building students' skills in the cultural comparison task model. This task model is specifically presented and practiced in all six units and is scaffolded to build students' skills and confidence over time. For example, in Unit 1, students give a one-minute cultural presentation about an aspect of culture learned in that unit; in Unit 2, they do a one-minute cultural comparison; in Unit 3, a full two-minute cultural comparison; and in Units 4, 5, 6, subsequent full comparisons on topics of increasing difficulty. The CED can be accessed here: <https://apcentral.collegeboard.org/media/pdf/ap-italian-language-and-culture-course-and-exam-description.pdf>
- Teachers should become familiar with all the online resources available to support instruction and assessment for AP Italian Language and Culture within AP Classroom. As noted above, the Cultural Comparison task model is presented and practiced in all 6 units (including multiple AP Daily Videos that focus on developing strategies for and practicing student conversations) and again in the 2021 AP Exam On-Demand Review Video Session 8 and the 2022 AP Exam On-Demand Review Video Session 5. AP Classroom may be accessed here: <https://apcentral.collegeboard.org/courses/ap-italian-language-and-culture/classroom-resources?course=ap-italian-language-and-culture>.
- Through AP Classroom, teachers can access the AP Question Bank. This is a searchable collection of past AP Exam questions where teachers can find and access cultural comparison tasks from previous exams. Teachers can also access three practice exams aligned to the 2022 Exam in the AP Question Bank, which provide additional practice for the cultural comparison and can be scored using the provided scoring guidelines.
- Teachers should go to AP Central and view the AP World Language and Culture online module on presentational speaking by Angelika Becker to learn about strategies, resources, and activities that focus on developing presentational speaking skills. Teachers can access this online module here: https://secure-media.collegeboard.org/ap/modules/world-languages-cultures/presentational-communications-speaking/story_html5.html.
- Teachers should meet with colleagues who teach French, German, and Spanish to determine common issues across languages and to share strategies that will improve student performance.

- Teachers should download a copy of the scoring guidelines for this task available on the AP Italian Language and Culture Exam page and use them to review expectations for student performance: <https://apcentral.collegeboard.org/courses/ap-italian-language-and-culture/exam>.
- Teachers should have students apply the scoring guidelines to student samples of cultural comparison responses posted on the exam page on AP Central to help them understand how the scoring guidelines are applied to student work.