
AP[®] Italian Language and Culture

Sample Student Responses and Scoring Commentary

Inside:

Task 3—Conversation

- Scoring Guidelines**
- Student Samples**
- Scoring Commentary**

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 present in the majority of the exchanges and in alignment with most, but not necessarily all, criteria listed within a score point.

AP® Italian Language and Culture 2023 Scoring Guidelines

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

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 although recording equipment is functioning

Question 3

Note: Students' responses are quoted verbatim and may contain 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 to the simulated interlocutor's utterances. The series of 5 responses received a single holistic score based on how well they accomplished the assigned task.

The course theme for the conversation task was Beauty and Aesthetics (*Bellezza ed estetica*). For this task, students needed to respond to five audio prompts spoken by Gianni, an Italian friend who would like to attend Comicon, an annual convention focused primarily on comic books and comic book culture, with the student.

The task assessed students' performance in Interpersonal Speaking by engaging them in a series of exchanges on a familiar topic—plans to attend Comicon—generated by Gianni's inquiries. Students had to interact with the interlocutor to produce language that appropriately responded to Gianni's questions. They were expected to understand Gianni's utterances by relying on familiar vocabulary or by using 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 provide details; accept offers and raise issues; state opinions and express preferences; give advice—through simple, compound, and complex sentences and through the use of different time frames.

1. Gianni has reached out to the student several times, but the student has not replied to Gianni's messages. Gianni asks why the student did not respond, and the student had to answer the question and provide details.
2. Gianni talks about the costume that he is going to wear to Comicon and invites the student to attend the convention with him. The student had to accept the offer but raise a concern.
3. Gianni talks about some notable attendees who will be at Comicon and mentions his love of zombie stories. He then asks what the student would be interested in seeing. The student had to respond by expressing and explaining a preference.
4. Gianni worries that his mother might not allow him to be away for two days to attend Comicon and asks the student how he should convince his mother. The student had to give advice.
5. Gianni informs the student that the Comicon schedule is online and asks if the student wants to review it with him. He then invites the student to say where and when they should meet to do that. The student had to agree with the suggestion and indicate a preference.

Question 3 (continued)**Sample: 3A****Score: 5****Transcript of Student's Response(s)**

1. *Ah . . scusi stavo di . . stavo studiando per il mio esami e non l'avevo visto. E anche perché non ho potuto per . . ché non ho tempo. Stavo studiando moltissimo. E non avevo visto. Lo sento.*
2. *Ah . . sì. Mi piacerebbe tantissimo quello è mio cosa preferito da fare ma . . non credo che posso il mese prossimo perché sto in vacanza con la mia famiglia . . e non potrò andare perché . . ho già comprato i biglietti per il mio viaggio e non posso.*
3. *A me mi piacerebbe vedere qualcosa di film d'azione perché non so il Walking Dead a mi non piace tanto ma preferisco qualcosa un po' gravidad alle como quelli d'azione.*
4. *Ma le puoi dire la verità che vuoi andare a . . una convenzione annuale de Comicon per vedere le cose che te piacciono . . uh . . credo che come hai detto mamà gli vorrei vedere felice . . ti vorrei vedere felice e ti dirà che sì che puoi andare un dì a Napoli.*
5. *Ah . . sì, ci potremo vedere . . um . . penso che la settimana prossima possiamo a parlare di che cosa vogliamo fare e . . ma ti vedo i parleremo dei piani per i futuri.*

Commentary

The response earned a score of 5 because the exchange contains a series of responses that are clearly appropriate within the context of the task. It provides the required information with frequent elaboration (“*sto in vacanza con la mia famiglia . . e non potrò andare perché . . ho già comprato i biglietti per il mio viaggio e non posso*”; “*Ma le puoi dire la verità che vuoi andare a . . una convenzione annuale de Comicon per vedere le cose che te piacciono*”). Despite occasional errors (“*mamà gli vorrei vedere felice*”), the exchange is fully understandable, with ease and clarity of expression. The vocabulary is varied and appropriate, and the exchange includes idiomatic language (“*film d'azione*”; “*parleremo dei piani per i future*”). There is accuracy and variety in grammar, syntax, and usage, with few errors (“*il mio esami*”; “*quello è mio cosa preferito*”). The exchange also shows a consistent use of register appropriate for the conversation (“*Ah . . sì ci potremo vedere um . .*”) with good intonation and pacing. Clarification or self-correction improves comprehensibility (“*stavo di . . stavo studiando*”).

Sample: 3B**Score: 3****Transcript of Student's Response(s)**

1. *Ciao Gianni, mi dispiace s... ho molto compiti questa settimana e non ho il tempo libero per risponde alla sua domande, ma sono molto emozionata a parlare con te, grazie. Grazie mille per telefono.*
2. *Oh sì. È molto enoz... emozionato per questo opportunità. La tua costume di Batman è fantastico. Ma ho una problema, io non ho un costume. Uh . . ff . . ah . . tu ha crea il tuo costume?*
3. *Mmm . . certo, è mol... è . . è più tempo per . . per . . ah . . per risolvere la problema. Non lo so . . ah . . mi piace i comichi ma...*
4. *Fosse provare a telefono lei. Lei è molto impegnato e non ho molto tempo libero conosco. Ma, forse scrivi un let... una lettura per . . per divertente.*
5. *Sì assolutamente, è una buona aidea. Ah . . io preferisco . . ah . . complesso la forma sull'online perché è molto facile ma, non lo so davvero.*

Question 3 (continued)**Commentary**

The response earned a score of 3 because the exchange contains a series of responses that are somewhat appropriate within the context of the task. It provides most required information, with some responses that do not follow the directions in the outline of the conversation (“*Lei è molto impegnato e non ho molto tempo libero conosco.*”). The responses use vocabulary and idiomatic language that are appropriate but basic (“*Non voglio venire con te perché non mi piace la Vespa.*”). The exchange is generally understandable, with errors that at times impede comprehensibility (“*Ah . . . io preferisco . . . ah . . . complesso la forma sull’online perché è molto facile ma, non lo so davvero.*”). The vocabulary and use of idiomatic language are appropriate but basic (“*scrivi un let... una lettura*”; “*Si assolutamente*”). There is also some control of grammar, syntax, and usage (“*Ma ho una problema, io non ho un costume.*”). The use of register is at times inappropriate for the conversation, with several shifts (“*non ho il tempo libero per risponde alla sua domande*”). Pronunciation, intonation, and pacing make the response generally comprehensible, with errors that occasionally impede comprehensibility (“*Non lo so . . . ah . . . mi piace i comichi*”).

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

1. *Ciao, Jonah, come stai? Um, io ho molte divertente al cinema, ma...*
2. *Io amo la cinema e io entusiasta per l’Avengers e altre animazione ma non ho...*
3. *S... sì, io . . . io preferisco le andare al cinema.*
4. *Um . . . non l’ho capito bene, ma . . . tutti . . . esso...*
5. *Sono molto entusiasta per le Comicon.*

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 (“*Um . . . io ho molte divertente al cinema, ma...* ”). It provides little required information (“*Um . . . non l’ho capito bene, ma . . . tutti . . . esso...* ”) and shows very few vocabulary resources. There is little or no control of grammar, syntax, and usage (“*amo la cinema*”; “*io preferisco le andare*”). Pronunciation, intonation, and pacing make the responses difficult to comprehend, with errors that impede comprehensibility.