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

## Sample Student Responses and Scoring Commentary

### **Inside:**

#### **Task 1—Email Reply**

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

### Question 1: Email Reply

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.

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 response that is inappropriate within the context of the task</li> <li>Provides little required information (responses to questions, request for details)</li> <li>Barely understandable, with frequent or significant errors that impede comprehensibility</li> <li>Very few vocabulary resources</li> <li>Little or no control of grammar, syntax, and usage</li> <li>Minimal or no attention to register; includes significantly inaccurate or no conventions for formal correspondence (e.g., greeting, closing)</li> <li>Very simple sentences or fragments</li> </ul>	<ul style="list-style-type: none"> <li>Partially maintains the exchange with a response that is minimally appropriate within the context of the task</li> <li>Provides some required information (responses to questions, request for details)</li> <li>Partially understandable with errors that force interpretation and cause confusion for the reader</li> <li>Limited vocabulary and idiomatic language</li> <li>Limited control of grammar, syntax, and usage</li> <li>Use of register is generally inappropriate for the situation; includes some conventions for formal correspondence (e.g., greeting, closing) with inaccuracies</li> <li>Simple sentences and phrases</li> </ul>	<ul style="list-style-type: none"> <li>Maintains the exchange with a response that is somewhat appropriate but basic within the context of the task</li> <li>Provides most required information (responses to questions, request for details)</li> <li>Generally understandable, with errors that may impede comprehensibility</li> <li>Appropriate but basic vocabulary and idiomatic language</li> <li>Some control of grammar, syntax, and usage</li> <li>Use of register may be inappropriate for the situation with several shifts; partial control of conventions for formal correspondence (e.g., greeting, closing), although these may lack cultural appropriateness</li> <li>Simple and a few compound sentences</li> </ul>	<ul style="list-style-type: none"> <li>Maintains the exchange with a response that is generally appropriate within the context of the task</li> <li>Provides most required information (responses to questions, request for details) with some elaboration</li> <li>Fully understandable, with some errors that do not impede comprehensibility</li> <li>Varied and generally appropriate vocabulary and idiomatic language</li> <li>General control of grammar, syntax, and usage</li> <li>Generally consistent use of register appropriate for the situation, except for occasional shifts; basic control of cultural conventions appropriate for formal correspondence (e.g., greeting, closing)</li> <li>Simple, compound, and a few complex sentences</li> </ul>	<ul style="list-style-type: none"> <li>Maintains the exchange with a response that is clearly appropriate within the context of the task</li> <li>Provides required information (responses to questions, request for details) with frequent elaboration</li> <li>Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility</li> <li>Varied and appropriate vocabulary and idiomatic language</li> <li>Accuracy and variety in grammar, syntax, and usage, with few errors</li> <li>Mostly consistent use of register appropriate for the situation; control of cultural conventions appropriate for formal correspondence (e.g., greeting, closing), despite occasional errors</li> <li>Variety of simple and compound sentences, and some complex sentences</li> </ul>

**Score of 0: UNACCEPTABLE**

- Mere restatement of language from the stimulus
- Completely irrelevant to the stimulus
- "I don't know," "I don't understand,"* or equivalent in any language
- Not in the language of the exam

**NR: no response, pages are blank**

# Task 1 - Sample 1A

**Important:** Completely fill in the circle that corresponds to the task you are responding to on this page.

Task 1:  
Email Reply

Task 2:  
Argumentative Essay

Begin your response to each task at the top of a new page. Do not skip lines.

Da: [REDACTED]

Soggetto: Ammissione ai corsi per studenti internazionali

Gentile Signor Salentini,  
Grazie mille per la sua risposta in cui hai spiegato i differenti tipi di corsi all'università, e le risorse per gli studenti stranieri.

Per rispondere alle Sue domande:

- Vorrei frequentare un corso della cultura italiana perché ~~mi~~ mi piace esplorare e imparare delle culture e lingue diverse.
- Un'esperienza in Italia avrebbe molti vantaggi per me, come l'opportunità ad esplorare un nuovo paese, e un posto per ottenere una buona educazione con altri studenti stranieri.

Allora, adesso vorrei chiederle alcune domande:

- Fuori dalle classi, quali altri tipi di attività avete all'università?
- Quanto costa per frequentare questa Università come una studentessa internazionale?

Grazie per la sua risposta, mi <sup>ha dato</sup> molto aiuto!

Cordiali Saluti,

[REDACTED]

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Use a pen with black or dark blue ink only. Do NOT write your name. Do NOT write outside the box.

# Task 1 - Sample 1B

**Important:** Completely fill in the circle that corresponds to the task you are responding to on this page.

Task 1:  
Email Reply

Task 2:  
Argumentative Essay

Begin your response to each task at the top of a new page. Do not skip lines.

Gentile ~~Signor~~ Signor,  
La ringrazio per il Suo Email risposto.  
L'Università di Bologna è molto bella e  
io sono molto facile con l'opportunità di  
studiare al' tuo Univerità. Io voglio  
studiare la matematica perché ~~perché~~  
la mia madre ha studiato la mate-  
matica nel Università e lei ~~ha~~ ~~è~~ ~~ha~~  
ha ispirato la mia ~~interessi~~ ~~interessi~~ ~~interessi~~  
I vantaggi di un'esperienza in Italia  
sono io ~~poterò~~ ~~poterò~~ studiare la  
lingua della mia famiglia <sup>io potrò</sup> e studiare  
il cultura di loro. <sup>con la matematica</sup> Io ho i domani  
per tu, <sup>io voglio sapere</sup> quanto ~~il~~ mese è il tuo  
programma ~~è~~ e quanto costoso è  
il programma a l'Università di Bologna?

~~Cordiali~~ Cordiali saluti,  


Page 2

Use a pen with black or dark blue ink only. Do NOT write your name. Do NOT write outside the box.

# Task 1 - Sample 1C

**Important:** Completely fill in the circle that corresponds to the task you are responding to on this page.

**Task 1:**  
**Email Reply**

**Task 2:**  
**Argumentative Essay**

Begin your response to each task at the top of a new page. Do not skip lines.

Ciao. Sì, mi interessa a studio in Italia. Mi chiamo è [REDACTED]  
e studio a highschool. Grazie Marco!

Page 2

Use a pen with black or dark blue ink only. Do NOT write your name. Do NOT write outside the box.

## Question 1

**Note:** Student samples are quoted verbatim and may contain spelling and grammatical errors.

### Overview

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 the questions within 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 to ask for more details about something mentioned in the email. The response received a single holistic score based on how well it accomplished the assigned task.

The course theme for the email reply was Contemporary Life (*Vita contemporanea*). Content and context were provided by Marco Salentini, Director of the Office of International Studies at the University of Bologna. The email highlights scholarship opportunities for international students to enroll at the University of Bologna. In the email, the sender provides information concerning study abroad opportunities at the university. 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 regarding the course they would like to enroll in and why; the second one regarding the advantages of studying abroad in Italy. They were also required to request additional information. Stylistically, the students were expected to respect the appropriate register throughout the email response, including the opening and closing salutations.

### Sample: 1A

#### Score: 5

The response received a score of 5 because it maintains the exchange and it is clearly appropriate within the context of the task. It provides required information with frequent elaboration (*“Un’esperienza in Italia avrebbe molti vantaggi per me, come l’opportunità ad esplorare un nuovo paese, e un posto per ottenere una buona educazione con altri studenti stranieri”*; *“Fuori dalle classi, quali altri tipi di attività avete all’università? Quanto costa per frequentare questa università come una studentessa internazionale?”*). The response is fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility (*“Grazie per la Sua risposta, mi ha dato molto aiuta!”*). There is varied and appropriate vocabulary (*“avrebbe molti vantaggi”*; *“esplorare”*; *“ottenere una buona educazione”*; *“frequentare”*). The response demonstrates accuracy and variety in grammar, syntax, and usage, with few errors (*“Vorrei frequentare un corso della cultura italiana perché mi piace esplorare e imparare delle culture e lingue diverse”*). It uses a register that is mostly appropriate for the situation, and appropriately controls cultural conventions suitable for formal correspondence despite occasional errors (*“Grazie mille per La sua risposta in cui hai spiegato i differenti tipi di corsi al’università, e le risorse per gli studenti stranieri”*). The response uses a variety of simple and compound sentences, as well as some complex sentences (*“Vorrei frequentare un corso della cultura italiana perché mi piace esplorare e imparare delle culture e lingue diverse”*). Overall, this response is strong because of the appropriate response within the context of the task.

**Question 1 (continued)****Sample: 1B****Score: 3**

The response earned a score of 3 because it is somewhat appropriate, though basic, within the context of the task (*“L’Università di Bologna è molto bella”*). It provides most required information, for example, there are responses to questions and requests for details (*“Io voglio studiare la matematica perché la mia madre ha studiato la matematica nel Università”*). The response is generally understandable, with some errors that at times may impede comprehensibility (*“quanto mese è il tuo programma”*). The response uses appropriate but basic vocabulary and idiomatic language (*“La ringrazio”*; *“I vantaggi”*). It demonstrates some control of grammar, syntax, and usage (*“io sono molto facile con la oportunita”*; *“io potrò studiare la lingua di loro”*). The response uses a register that may be inappropriate for the situation, and partially controls conventions for formal correspondence (*“Gentile signor”*; *“Io ho i domani per tu”*). Overall, the response is fair because of the somewhat appropriate nature of the response that provides most of the requested information.

**Sample: 1C****Score: 1**

The response earned a score of 1 because it unsuccessfully attempts to maintain the exchange by providing a response that is inappropriate within the context of the task. It provides little required information and responds to one of the two questions. (*“Si, mi interesse a studio in Italia”*). It does not ask for details. The response uses very few vocabulary resources with difficulty (*“Mi chiamo è [student name] e studio a highschoo!”*) and demonstrates minimal or no attention to register, including significantly inaccurate or no conventions for formal correspondence (*“Ciao”*; *“Grazie Marco!”*). It uses very simple sentences or fragments (*“Ciao”*; *“Mi chiamo è [student name]”*, *“Grazie Marco!”*). Overall, the response is poor because it unsuccessfully maintains the exchange, providing little required information.