
AP[®] Italian Language and Culture

Sample Student Responses and Scoring Commentary

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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 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 2024 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: Student samples 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 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 Anna, an Italian classmate who would like to discuss the end of the scholastic year's events. The task assessed students' performance in Interpersonal Speaking by engaging them in a series of exchanges on a familiar topic—the end of the scholastic year's performance—generated by Anna's inquiries. Students had to interact with the interlocutor to produce language that appropriately responded to Anna's questions. They were expected to understand Anna'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; respond negatively and provide an alternative; state opinions and express preferences; give advice—through simple, compound, and complex sentences, and through the use of different time frames.

1. Anna has been selected to participate in the end of the year school play. She is excited and asks her friend in which of the end of the year events would the interlocutor prefer to perform.
2. Anna responds positively and states that she is nervous and anxious about forgetting her lines. Because of this, she asks the interlocutor to help her rehearse that same day after school.
3. Anna responds positively and admires the interlocutor's serendipity before performing. Then she asks the interlocutor's secret to remaining relaxed/calm.
4. Anna responds excitedly and shares her dream of stardom as an actress after studying theatre in Rome. Anna asks the interlocutor about their plans after high school.
5. Anna wishes them "good luck" and returns the conversation to the end of the year events. She shares her intention of inviting a large group of people and asks the interlocutor who they will invite to the event.

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

1. *Ah per me ehm il teatro è molto interessante perché mi molto piace uhm l'opera e il teatro e le differente plays di . . uhm di altri artisti i scultori e pittore.*
2. *Uhm no mi dispiace non non so ma uhm la mia amica Maria lei è una buona attrice e lei può aiuta te con ehm il tuo parte nel teatro domani o dopo la scuola uhm dopo la lezione.*
3. *Uhm per me è non molto difficile. Mi molto piace uhm il teatro e piace sono un attore perché quando sono quando ero piccola uhm praticare molto con i miei amici, con la mia famiglia, con la mia mamma.*
4. *Per me uhm penso che è una buona idea ma per me io poi sono, un uhm un, un ingegnere perché mi molto piace costruire e ehm . . architettura di Italia.*
5. *Sì, io so chi invitare ehm . . io può invitare la mia mamma, la mia famiglia, i miei fratelli, ho due fratelli e il mio pappà ehm il mio nonno è molto importante perché lui piace il teatro e . . io man mi manca il mio nonno.*

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 (“*il teatro è molto interessante perché mi molto piace uhm l'opera*”; “*quando ero piccola uhm praticare molto con i miei amici, con la mia famiglia, con la mia mamma*”). Despite occasional errors (“*le differente plays*”; “*un ingegnere*”), the exchange is fully understandable, with ease and clarity of expression. The vocabulary in the conversation is varied and appropriate and includes idiomatic language (“*architettura di Italia*”; “*mi manca il mio nonno*”). The response demonstrates accuracy and variety in grammar, syntax, and usage, with few errors (“*i scultori*”; “*lui piace il teatro*”). The exchange furthermore shows consistent use of register appropriate for the conversation (“*può aiuta te con ehm il tuo parte*”) with good intonation and pacing. Overall, this response is strong for the consistency of the exchange, the quantity of elaboration, and the level of language resources.

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

1. *Io uhm sto a casa celebraz con la mia famiglia oppure eh i miei amici anche uhm e vediamo il ball drop perché . . siamo de i Stati Uniti . .*
2. *Uhm sf che sfortunato! Non posso aiutarti . . però penso che si che ci sia una soluzione . . puoi uhm . . ts . . puoi andare alla uhm*
3. *Io uhm . . dico i numeri uh sul mio testo aha e uno due tre eccetera eccetera e . . prendo . . i . .*
4. *Che figo! Uhm Io voglio uhm diventare un professore e dopo mi diploma voglio uhm studiare a Orlando Florida ehhh nella la facultà di fisica. . .*
5. *Sì uhm ho detto e pre in preceden in pre uhm, ahm celebraz con la mia famiglia e i miei amici ahm e la mia sorella mia sorella può venire anche.*

Question 3 (continued)

Commentary

This 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 (“*che sfortunata! Non posso aiutarti*”; “*sto a casa celebrazz con la mia famiglia oppure eh i miei amici anche*”). The conversation turns use vocabulary and idiomatic language that are appropriate but basic (“*dico i numeri uh sul mio testoz*”). The exchange is generally understandable, with errors that at times impede comprehensibility (“*uhm e vediamo il ball drop*”; “*uno due tre eccetera eccetera e . . prendo . . i . .*”). The vocabulary and use of idiomatic language are appropriate but basic (“*Che figo! Uhm Io voglio uhm diventare un professore e dopo mi diploma voglio uhm studiare a Orlando Florida*”). The response also has some control of grammar, syntax, and usage (“*siamo de i Stati Uniti*”; “*celebrazz con la mia famiglia e i miei amici*”). The pronunciation, intonation, and pacing make the response generally comprehensible, with errors that occasionally impede comprehensibility (“*ho detto e pre in preceden in pre*”). Clarification or self-correction sometimes improve comprehensibility. (“*penso che si che ci sia una soluzione*”). Overall the response is fair, but not good. The exchange is maintained throughout, however, with a limited amount of elaboration and a basic level of language resources.

Sample: 3C

Score: 1

Transcription of Student Response(s)

1. *Il mio amo il spettacolo di . . a teatro ma mi non mi piace il show con il persone di . . amico . .*
2. *Si io aiuto con il mio fratello ma non mi piaczo quando tu . . spettacoli e io non amo il tiatro.*
3. *Io non . . uhm adesso in il . . carno, ma il suo amico andato a il teatro dopo scuola domani . .*
4. *Pensi fare dope il licedo ehm sono triste anch'io ah quando il mio andato a teatro y tipicamente molto noioso e molto triste.*
5. *S hai vecco a mia attrice ahm perché l'attrice non molto bello ma io non lo so cosa il mio*

Commentary

This response earned a score of 1 because the exchange is not maintained, and the responses are inappropriate within the context of the task (“*Si io aiuto con il mio fratello*”; “*perché l'attrice non molto bello*”). The exchange provides little required information (“*il suo amico andato a il teatro dopo scuola domani*”) and there are very few vocabulary resources. The conversation shows little or no control of grammar, syntax, and usage (“*quando il mio andato a teatro*”; “*non mi piace il show con il persone di . . amico*”; “*hai vecco a mia attrice*”). Pronunciation, intonation, and pacing make the exchange difficult to comprehend and errors impede comprehensibility (“*S hai vecco a mia attrice ahm perché*”). Overall, this response is poor and while it contains information related to the prompt, the exchange was not maintained and demonstrated a minimal level of language resources.