



Chief Reader Report on Student Responses: 2025 AP[®] Italian Language and Culture Free-Response Questions

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|-----------------------------|------------|-----|------|
| • Number of Readers | 27 | | |
| Total Group | | | |
| • Number of Students Scored | 2,241 | | |
| • Score Distribution | Exam Score | N | %At |
| | 5 | 551 | 24.6 |
| | 4 | 555 | 24.8 |
| | 3 | 580 | 25.9 |
| | 2 | 380 | 17.0 |
| | 1 | 175 | 7.8 |
| • Global Mean | 3.41 | | |
| Standard Group | | | |
| • Number of Students Scored | 1,598 | | |
| • Score Distribution | Exam Score | N | %At |
| | 5 | 254 | 15.9 |
| | 4 | 398 | 24.9 |
| | 3 | 476 | 29.8 |
| | 2 | 325 | 20.3 |
| | 1 | 145 | 9.1 |
| • Global Mean | 3.18 | | |

The following comments on the 2025 free-response questions for AP[®] Italian Language and Culture were written by the Chief Reader, Dr. Ryan Calabretta-Sajder, Associate Professor and Section Head of Italian, University of Arkansas. 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: An Internship in a Media Store (music, videos, books)

Max Score: 5

Total Group Mean Score: 3.89

Standard Group Mean Score: 3.83

What were the responses to this question expected to demonstrate?

This task assessed writing in the interpersonal communicative mode by having students write a reply to an email message. Students were allotted 15 minutes to read, understand the message, and write a reply. Students first needed to be able to comprehend the email and the questions within the message and then had to write a reply using a formal register. The reply needs to address all the questions and requests raised in the message, elicit more information through a follow-up question, and respect formal register throughout the response, including an appropriate greeting and salutation. The response received a single holistic score based on how well it accomplished the assigned task.

The course theme for the email reply was Beauty and Aesthetics (*Bellezza ed estetica*). Content and context were provided by Silvia Rossetti, owner of the Megacultura media store in Milan. The email highlights internship opportunities for students during the summer. In the email, the sender provides information concerning the different areas of the store (music, books, movies, and television) and opportunities to help with the events organized by the Megacultura store. Students were expected to reply in the target language by using a variety of grammar structures and vocabulary appropriate to the context.

They had to provide information about themselves by answering two questions:

- Which area of our store (books, music, cinema, and/or television) interests you the most?
- How do you think you could contribute to our events?

They are also required to solicit additional information. Stylistically, students must respect the appropriate register throughout the email response, including the opening and closing salutations.

How well did the responses address the course content related to this question? How well did the responses integrate the skill(s) required on this question?

Most students completed the interpersonal writing task by answering the two questions in the email and requesting more information. Responses that received scores in the high range demonstrated solid comprehension of the prompt, i.e., that students were being asked by Silvia Rossetti of Megacultura for additional information regarding an internship opportunity at the Milan location, and that they were supposed to indicate both the area of the Megacultura store they would prefer to work in and how they could contribute to the store's events. Successful responses provided elaboration, typically sharing various reasons for working in a specific area of the store or offering extensive evidence about which events students could organize and what experience they could bring to the event/store at large. Additionally, some responses supplied more than one follow-up question pertinent to the message, illustrating superior understanding of the overall task. Strong responses maintained a clear exchange of appropriate information using a formal register, including a proper greeting and closing.

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.
- Most responses demonstrated understanding of the task requirements, although at times the language impeded comprehensibility.
- Very few responses did not request further information about something mentioned in the prompt.

Language

- Most responses used a variety of compound sentences.
- Many responses contained appropriate and varied vocabulary, though with some spelling errors (*"interessanto"*; *"cordialli"*; *"risposo"*; *"esperienza"*; *"gratzie"*; *"domandi"*; *"famiglia"*; *"entusiasma"*), and lack of accent marks.
- Some responses contained semantic errors (to watch: *"guidare"* instead of *"guardare"*; to play an instrument: *"giocare"* instead of *"suonare"*).
- A few responses interpreted the false cognate word *"stage"* as a theatrical term, while in Italian it means "internship." Also, the word *"area"* caused some misunderstanding, as it was interpreted as a geographical place, not a specific space in the store. Most responses used an appropriate formal register with some shifts, mostly in the body of the email.
- Some responses lacked accuracy and control of grammar structures. The most frequent errors included simple and articulate prepositions (*"di la"*; *"in il"*; *"a Italia"*; *"in Milano"*), possessive adjective-noun agreement, article-noun agreement, adjective-noun agreement, subject-verb agreement, and verb tenses and conjugations. Frequent errors were noticeable in the incorrect use of object pronouns (*"io piace"*; *"io interessa"*) and in the conjugation of verbs in the present tense (*"contribo"*; *"sono aiuta"*), along with some involving the simple past (*"mi ha piaciuto"*; *"ha stato"*), future (*"imparò"*; *"io aiuterà"*) and conditional (*"io potrebbe"*) forms. Infinitive verbs were generally deployed correctly.
- Some responses showed English and Spanish interferences (*"event"*; *"client"*; *"tener"*; *"ir"*).
- Most responses used idiomatic language phrases (*"Non vedo l'ora"*; *"penso che sia una buona idea"*; *"La ringrazio per la Sua email"*).
- Very few responses used simple sentences or sentence fragments.

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 internship at a Megacultura store in Milan. While most responses were appropriate, some of the responses did not clearly explain what kind of contribution could be offered for the events, or they mentioned only the knowledge of both languages, as prompted in the email message. Some other responses misinterpreted the meaning of *"area"* in the first question, which led to an inappropriate reply to that question.

While use of register was generally appropriate for the task, if students made a mistake, it usually occurred within the body of the email response, instead of the greeting line or closing.

| <i>Common Misconceptions/Knowledge Gaps</i> | <i>Responses that Demonstrate Understanding</i> |
|--|--|
| <ul style="list-style-type: none"> Some mid-low responses misinterpreted the meaning of “<i>area</i>,” with students explaining the geographic area instead of the department in the store that they would be most interested in (books, music, movies and/or TV). | <ul style="list-style-type: none"> Successful responses clearly indicated the area of interest (mostly music and movies) and then provided an explanation for this choice. |
| <ul style="list-style-type: none"> Some responses did not clearly address the second question about the student’s proposed contribution to summer events, and instead gave information only about the Megacultura store or about knowing both languages. | <ul style="list-style-type: none"> Successful responses clearly explained the type of contribution that they could offer, often mentioning the knowledge of both languages, but also elaborating on personal interest and experiences. |
| <ul style="list-style-type: none"> Some mid-low responses misinterpreted the word “<i>stage</i>”, used to mean “<i>tirocinio</i>” in the context of the question, and offered services related to designing and/or cleaning a theatrical stage: “<i>Io penso che sua molto bene and aver un grande stage.</i>”; “<i>pulire lo stage</i>”; “<i>vedere lo stage</i>”. | <ul style="list-style-type: none"> Successful responses understood the meaning of the word “<i>stage</i>” as internship and responded accurately to the prompt: “<i>Quante ore al giorno si lavorerebbe si trovo questo stage a Megacultura?</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 in 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; answering all questions with details and elaboration; 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 throughout 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.
- Consistently use the sample email tasks available online on AP Classroom, in the AP Daily videos, and in previous AP Exams. 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, especially in relation to words that have more than one meaning.

- 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 (AP Live Review) and the 2022 AP Exam On-Demand Review Video Session 8 (AP Live Review). 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 exchange ideas, ask for suggestions, and discuss with high school colleagues in the AP Community here: <https://apcommunity.collegeboard.org/>.
- 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 past free-response questions including 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.
- 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: Should people adopt the Mediterranean diet? (*Scienza e tecnologia*)

Max Score: 5

Total Group Mean Score: 3.64

Standard Group Mean Score: 3.56

What were the responses to this question expected to demonstrate?

This task assessed writing in the presentational communicative mode by having students write an argumentative essay on a given topic while referencing three sources with 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 referenced the sources, they were supposed to identify them appropriately and organize their essays 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 Science and Technology (*Scienza e tecnologia*). Students wrote essays in response to a prompt that asked them to express their opinion on whether a Mediterranean diet should be adopted. Students needed to sustain their response with evidence from the following three sources:

- An excerpt taken from an article published in 2023 in Italy by ARS Toscana (the regional health department agency in Tuscany). While describing the Mediterranean Diet as an optimal diet to maintain a healthy lifestyle that can prevent chronic diseases, this article argues that its higher cost compared to other diets may be an impediment during a recession. In support of this point of view, the article presents the results of a research conducted in Molise (a region in Italy) that indicates that people in the upper income brackets have a higher chance of maintaining a healthy diet like the one recommended in the Mediterranean Diet.
- An infographic, published in 2019 by the Ufficio Studi Coop, representing a projection of dietary choices in Italy in the next five years. It shows an increase in the consumption of vegetables and fish, chicken, and a decrease in the consumption of dairy products and red meat.
- A presentation (audio file) by Stefania Ruggeri, a researcher and nutritionist at the CREA center. Ruggeri explains that the Mediterranean Diet is not just a diet rich in healthy foods but is also a lifestyle typical of the cultures of the Mediterranean. The Mediterranean lifestyle includes eating together, consumption of seasonal produce, respect for the environment, and physical activity. The Mediterranean Diet is not only an effective diet in preventing chronic diseases, but it also turns out to be more effective in reducing weight than targeted low-fat diets, and just as effective in reducing weight as a low-calorie diet.

The prompt was proposed in the form of a question and did not require previous knowledge of the topic. The three sources provided students with contextual and content support to develop their essays. Students were expected to understand the main idea(s) and supporting details of the three sources, discern some unfamiliar and idiomatic vocabulary by inferring meaning within the context of the source, and comprehend paragraph-length discourse, vocabulary, and structures. They were expected to demonstrate critical reading skills by identifying facts and data and interpreting the intent of the texts, and to utilize that information to cultivate and illustrate their argument.

How well did the responses address the course content related to this question? How well did the responses integrate the skill(s) required on this question?

Successful responses effectively integrated information from all sources with a high degree of understanding. They constructed a cohesive argument with various degrees of elaboration. Vocabulary was in general appropriate with grammar errors that did not impede comprehension. The majority of the responses favored adopting a Mediterranean diet because they all recognized the benefits of this diet for a healthy lifestyle. A handful of responses argued that a protein-based diet is a better option for the body. Most responses, across all score points, included an opinion statement and a concluding paragraph. The strongest responses elaborated the argument within the body of the essay without following the linear order of the sources. Some responses discussed each source in a separate paragraph.

Content and Skills

The level of students' achievement on the task varied:

- Most responses demonstrated an ability to identify the main idea(s) and argument of each source, several supporting details, and the intent of the texts.
- Most responses demonstrated a high degree of comprehension of the sources, especially the audio in source three.
- Most responses utilized the titles and introductions to the sources to assist in organizing and developing the topic and argument.
- 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.
- Some responses did not provide an effective treatment of the topic within the task's context because students could not correctly interpret the sources while offering their own viewpoint. This was especially true for source two.
- Some responses reflected a misinterpretation of the main viewpoints in source one and source two.
- Some responses presented the student's position, but there was little or no development of it.
- Some responses presented summaries/paraphrases/long citations of the sources without effectively integrating the information in support of the student's argument.
- Some responses illustrated the ability to identify products and practices related to the topic and discern the perspectives behind them.
- A few responses addressed the prompt, but not within the parameters of the three sources.

Language

- Many responses developed paragraph-length discourse with effective transitional devices, using a variety of simple, compound, and complex sentences; however, most responses used simple and compound sentences in paragraph construction. (*"Le persone del sud in Italia seguono questi stili di mangiare e salute, ma non è facile. Costa molto e l'economia, spesso, non è buono"*).
- Most responses used appropriate vocabulary, indicating that students were generally comfortable with the topic; however, vocabulary could have been more varied and accurate (*"benefito"*; *"mangare"*; *"riduche"*; *"populare"*; *"malsano"*).
- Many responses lacked accuracy and variety in grammar, syntax, and language usage. For example, many responses included unconjugated infinitive forms when a conjugated form was required.
- There were frequent errors in subject-verb and article-noun-adjective agreement (*"il mio favorita dieta"*; *"per gli persone seguire"*; *"la carne rosse"*).
- There was limited variety in the use of verbal moods and tenses, for example, students mostly used present and conditional to express an opinion (*"io sono della opinione che la gente dovrebbe seguire la dieta mediterranea"*; *"secondo me la dieta mediterranea è bene."*).

- There were frequent spelling mistakes (“*benefiziante*”; “*stilo di vita*”; “*salutable*”; “*matenersi*”) and transfers from native language(s)/other language(s) (“*mas*”; “*le chimiche*”; “*pollutione*”).

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 diverse information applicable to the prompt. Source 1 highlighted the high cost of maintaining a Mediterranean diet during economic recessions. Source 2 was an infographic illustrating a five-year projection of dietary trends in Italy. Source 3 connected the Mediterranean diet to the cultural heritage of the geographic area and to a healthy lifestyle that can prevent chronic diseases.

While most responses demonstrated understanding of the three sources, the most challenging was Source 2. Many responses, even in the upper score category, did not demonstrate full understanding that the graphic suggests a 5-year projected trend. While some did not completely understand that aspect, they were still successful in utilizing a few data points to support their argument.

| <i>Common Misconceptions/Knowledge Gaps</i> | <i>Responses that Demonstrate Understanding</i> |
|---|---|
| <ul style="list-style-type: none"> • For Source 1, responses in the lower ranges misunderstood the connection between the cost to maintain the Mediterranean diet and income: “<i>E non benefici in economica</i>”. Some responses understood that the Mediterranean diet is economical because it is mostly based on vegetables which, in Italy, are cheaper than meat: “<i>Fonte 2 se tratta de il consumo di prodotti nella dieta Mediterranea illustrando vedura fresca e cotta, frutta, legumi, pesce, carne, e pasta hai increasato molto con la dieta mediterranea, in speciale l’verdura fresca o cotto con 35%</i>”. A few understood that adopting a Mediterranean diet can actually save people money in addition to making them healthier. | <ul style="list-style-type: none"> • The strongest responses were cohesive, expressed a clear point of view, and supported this position by effectively integrating information from the given sources: “<i>Da molti anni, le persone del sud in Italia seguono questi stili di mangiare e salute ma non è facile. Costa molto e l’economia, spesso, non è buono. Questo significa che diventa difficile per le persone comprare cibi per la dieta.</i>” |
| <ul style="list-style-type: none"> • For Source 2, a significant percentage of the responses, some also from the upper score ranges, did not capture the fact that the graphic is a five-year projection of dietary trends in Italy. Many interpreted the percentages in the graph as relating to the diet itself or the current consumption: “<i>Anche in fonte 2 il grafico, enseña che gli italiani in questa dieta mangiano +38% verdura e -25% carne.</i>” | <ul style="list-style-type: none"> • Stronger responses clearly understood Source 2’s information regarding the five-year projection: “<i>Noi possiamo vedere che gli italiani in cinque anni vogliono verdura e frutta molto</i>”; “<i>Noi possiamo vedere che la gente comparno questi prodoti perche loro vogliono partecipare in la dieta mediterranea.</i>” |

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| <ul style="list-style-type: none"> Responses in the middle to lower score ranges often cited or listed various food vocabulary from both Source #1 and Source #2. | <ul style="list-style-type: none"> Stronger responses used varied and appropriate vocabulary and idiomatic languages: <i>“complicazione di salute”; “proteggere il mondo dallo spreco”; “la dieta mediterranea è caratterizzato da un apporto elevato di frutta, legumi, verdure e cereali naturali.”</i> |
| <ul style="list-style-type: none"> Responses in the middle to low score ranges demonstrated understanding of Source 3. This was probably due to the presence of the familiar words <i>lifestyle</i> and <i>Alzheimer</i> in the recording | <ul style="list-style-type: none"> Stronger responses demonstrated a high degree of comprehension of Source 3: “[. . .] una nutrizionista parla di come questa dieta non solo protegge la nostra salute ma possono salvarai pianeta” Most students understood the relation between diet, culture, and health: <i>“La dieta mediterranea è anche una tradizione culturale, che vuol dire condividere pasti, rispettare l’ambiente e tant’altro”.</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?

- Make sure students understand the nature and characteristics of an argumentative essay (thesis statement, topic sentences in paragraphs, evidence from sources integrated into paragraphs, organization, and details that support both the overall argument, and the points made in individual paragraphs).
- Remind students to identify sources in the text clearly and appropriately.
- Remind students to carefully read the prompt and emphasize the fact that the essay is, above all, a response to it, while information from the three sources serves to support the student’s position on the topic as it relates to 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, citing supporting evidence from all three sources.
- Remind students to carefully read the introduction, title, and subtitles, if applicable, accompanying the three sources.
- Develop strategies and activities that refine students’ reading skills, e.g., how to identify the thesis and supporting evidence in a source.
- Develop strategies and activities that help students recognize a source’s viewpoint, while reminding them that sources do not necessarily express a position explicitly for or against a topic.
- Remind students that this task is read/scored by human readers, and therefore clear penmanship is crucial for accurate scoring.
- Expose students to authentic materials to develop their interpretive skills from the first level of Italian.
- Develop written production activities starting with the first level of Italian to scaffold students’ written production skills.
- Students could write their first argumentative essay as a group.

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: <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 AP Task questions where teachers can find and access persuasive essay tasks. Teachers can also access three practice exams aligned to the 2024 Exam in the AP Question Bank as well as in the AP Course Audit, which provide additional practice with the essay task and can be scored using the provided scoring guidelines.
- Teachers should use the AP Daily and the AP Live Review Videos in AP Classroom, either in the classroom as part of their lesson or as homework assignment for students: the AP Daily Videos focus on specific tasks and are mini lessons that also provide additional practice not included in the AP Question Bank and task specific strategies. The AP Daily Videos for the Argumentative Essay can be found in Units 2, 4, 6: <https://myap.collegeboard.org/>.
- Teachers should view the two AP World Language and Culture online modules on Presentational Writing: 1) Presentational Communication, A Focus on Writing, by Federica Santini, and 2) Building Students' Skills in Developing Effective Arguments, by Ann Mar to learn some strategies that focus on developing students' presentational writing skills. Teachers can access these two online modules 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 can choose a sample argumentative essay prompt from past free-response questions including 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.
- Teachers should assign other 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 what common shared issues there are across languages and to share strategies that will improve student performance.

Question 3

Task: Conversation

Topic: Conversation about youth pastimes, places to meet, recommendations, and transportation.

Max Score: 5

Total Group Mean Score: 3.37

Standard Group Mean Score: 3.16

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 five 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 the assigned task was accomplished.

The course theme for the conversation task was Contemporary Life (*Vita contemporanea*). For this task, students needed to respond to five audio prompts spoken by Francesco, who is visiting from Italy and would like to meet local people and learn about their habits. The task assessed students' performance in interpersonal speaking by engaging them in a series of exchanges on a familiar topic—living day-to-day in a new culture—generated by Francesco's inquiries. Students had to interact with the interlocutor to produce language that appropriately responded to Francesco's questions. They were expected to understand Francesco'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 and give suggestions; offer a piece of advice and explain the reasoning behind it; make a suggestion and explain it; explain a preference and provide a salutation—through simple, compound, and complex sentences, and through the use of different time frames.

1. Francesco has just arrived from Italy and is enthusiastic about this new place he is visiting. He would like to get to know the local people and asks the student for advice on where to go to meet young people of his age.
2. Francesco responds with interest and asks how to get to the place(s) mentioned by the student. He states that, in his city, he usually takes the bus or walks and asks what the best modes of transportation in this new town are.
3. Francesco thanks the student for their information and states that he would like to explore the city. He has heard about the excellent restaurants in the area and asks for a suggestion about what he should eat.
4. Francesco thanks the student for their advice, and asks what they could do together this weekend, considering the nice weather.
5. Francesco praises the student's idea and suggests that they go out tonight with the student's friends. He then asks specifically if the student would prefer to go get ice cream or go to the movies instead.

How well did the responses address the course content related to this question? How well did the responses integrate the skill(s) required on this question?

Successful responses provided the required information for each prompt, shared details and elaboration. These responses were well-structured, with a salutation at the end providing a natural and polite conclusion to the conversation. Responses used verbs of opinion when providing advice, and idiomatic expressions such as “in my opinion” and “according to me,” when providing detailed information about the most popular modes of transportation or when giving recommendations for restaurants. In terms of language use, successful responses were fully understandable despite minor, occasional errors, and vocabulary was varied and appropriate, often with the use of conjunctions to create complex sentences.

Content and Skills

- The topic, tone, vocabulary, and structure of the conversation were clear. Overall, the majority of the responses demonstrated that students understood the topic and the key words of the conversation (meeting places for young people, modes of transportation, food and restaurants, weekend activities), and showed an understanding of the specific meaning of the questions. The responses addressed each turn in the conversation according to the outline as well as the simulated interlocutor’s utterances in a suitable manner.
- In Turn 1, Francesco asks for suggestions about the best places to go to meet young people. Students had to respond in detail, and though the majority of responses showed understanding of the question, in some responses, students discussed the activities they did in general.
- In Turn 2, Francesco asks about the best modes of transportation to get to hangout spots for young people. Students had to respond and give suggestions. Some responses focused on the benefits of some modes of transportation over others in general, or they simply mentioned the modes of transportation listed in the prompt (bus, going on foot) without elaboration or specific reference to their city in particular.
- In Turn 3, Francesco asks for suggestions on where/what to eat. Students had to respond by providing a suggestion and explaining their choice. Some responses just listed foods they eat in general, without elaboration or mention of the culinary offerings available in their particular city.
- In Turn 4, Francesco asks what he and the student could do this weekend considering the nice weather. Here again, some responses focused on general free-time activities, or activities that are typically done in good weather.
- In Turn 5, Francesco agrees with the suggestion and asks to go out tonight with the interlocutor and his friends. He then asks specifically if the student would prefer to go for an ice cream or to the movies. Because of the explicit choice between going to the movies or going out for ice cream in this prompt, most students were able to express a preference, though some were unable to back up their choice with some sort of explanation. No common misinterpretations were noted for this question.

Language

- Most responses used basic vocabulary and some idiomatic language. A general lack of vocabulary resources affected the quality of the responses, especially in Turn 4.
- 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 understanding the social aspects of daily life in a new community, specifically related to points of congregation, modes of transportation, food and restaurants, and activities for the weekend, all of which drew on the course theme of Contemporary Life (*Vita contemporanea*). Students 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, answer questions and provide details, give and suggestions and justify them, express and explain preferences. For the most part, students generally maintained the conversation in a culturally appropriate fashion consistent with the informal register and provided responses that were somewhat appropriate within the context of the task. The familiar setting of the conversation allowed many responses even in the low range to show comprehension of the questions, even if that was only in the use of sporadic words that referenced the different prompts. These responses lacked the grammar and vocabulary resources to express thoughts in complete sentences. Also, responses in the low range tended to provide lists of words without details or attempt at elaboration.

| <i>Common Misconceptions/Knowledge Gaps</i> | <i>Responses that Demonstrate Understanding</i> |
|---|---|
| <ul style="list-style-type: none"> In Turn 1, Francesco asks for suggestions about the best places to go to meet young people. Students had to respond in detail, and though the majority of responses showed understanding of the question, in some responses, students discussed the activities that they themselves liked to do in general. (<i>"Direi che vada uscire al discoteca"; "Mi piace forse andare alla casa dei miei cugini."</i>) In other responses, students spoke about activities that they had done in the past, misinterpreting the question to be about activities in a past time frame <i>"io sono andato a un bar."</i> | <ul style="list-style-type: none"> Responses in the higher score range were well-structured, beginning with verbs of opinion such as "I suggest that" followed by a list of different meeting places such as "school, the mall, a park, town square." Some of the strongest responses went further, elaborating on activities that take place in those locations, such as going to the library to study with classmates or going to the park to play soccer. One example mentions going to the mountains to take a walk <i>"Sì, che buona domanda! Io suggerisco che andiamo alla montagna e fare una passeggiata . . ."</i> |
| <ul style="list-style-type: none"> In Turn 2, Francesco asks about the best modes of transportation to get to hangout spots for young people. Students had to respond and give suggestions. Some responses focused on the benefits of some modes of transportation over others in general <i>"Noi douremo camminare è molto bene noi salute"</i> or simply mentioned the modes of transportation listed in the prompt (bus, going on foot) without specific reference to their city in particular, <i>"Vogliono prendere l'autobus camminate a piedi"; "Noi camminiamo a piedi"</i>. | <ul style="list-style-type: none"> Successful responses provided a list of the most popular modes of transportation in the city, very often elaborating to add details about things such as cost and convenience <i>"Spezo iusiamo la macchina e il trasporto pubblico perché è conveniente e specialmente el trasporto pubblico e molto non è costoso"; "io consiglio i trasporti pubblici perché sono più rapidi e puoi usare l'autobus, il taxi e la bicicletta della città."</i> |

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| <ul style="list-style-type: none"> In Turn 3, Francesco asks for suggestions on where/what to eat. Students had to respond by providing a suggestion and explaining their choice. Some responses listed foods they eat in general “Noi..possiamo..uhm..mangiamo cibo italia.”; “Mi piace molto la pizza di mangiare”; “la pizza o la lasagna o la pasta”; “sì io vorria andare a uno ristorante, io amp pizza”. | <ul style="list-style-type: none"> Responses in the high range listed a variety of alternatives for Francesco and elaborated to provide details about each option, referring especially to cost, convenience and quality. “Sì, certamente ci sono molti ristoranti diversi. Io suggerisco che andiamo a ristorante italiano perché uhm io so io conosco un ristorante vicino che serve serve uhm cacio e pepe”; “Hai molti ristoranti qui diversi, eh qui hai ehm un ristorante è l’italiano che si chiama e La Nonnas e molto bene e posso mangiare la pizza la pasta ehm qui”. |
| <ul style="list-style-type: none"> Turn 4 proved to be the one that created most difficulty for students, and there were many responses that listed activities that are done in free time or during good weather as opposed to activities that can be done together with Francesco this weekend. “Mi piace quando sono bel tempo perché mi piace, ehm .. vado a piedi, cosa io ho detto, e mi piace il sole”; “mi piace quando sono bel tempo, mi piace vado a piedi.” | <ul style="list-style-type: none"> Strong responses suggested specific activities that could be done together during the weekend, elaborating to provide a motivation for the suggestion (“Ehm, potremo andare all’oceano a..alla spiega perché ehm..ehm perché mi piace molto andare”; “Sì, come già ho detto presto, io suggerisco che andiamo a fare una passeggiata nella montagna perché per me la natura è molto molto bella, è bellissima, e andiamo insieme e, incontriamo nuove persone che anche.”). Others elaborated to discuss specific activities that could be done this weekend because of the good weather, as the prompt suggests: “Questo weekend sarebbe molto bene se noi andiamo alla spiaggia o andare a un posto fuori perché la il tempo atmosferico sarò molto bello, sarà molto divertente.” |
| <ul style="list-style-type: none"> In Turn 5, Francesco agrees with the suggestion and asks to go out tonight with the student and their friends. He then asks specifically if the student would prefer to go for an ice cream or to the movies. Because of the explicit choice between going to the movies or going out for ice-cream, and because of the use of high-frequency terms that are similar/adopted in English (<i>gelato</i>, <i>cinema</i>), most students were able to express a preference, though some were unable to provide a motivation for their choice “Mi piace vado a gelato”; “Io preferise al cinema”. No common misinterpretations were noted for this question. | <ul style="list-style-type: none"> Turn 5 was the most successful turn of the conversation, perhaps because of high-frequency words that are familiar to English speakers (<i>cinema</i>, <i>gelato</i>). Responses in the high range clearly expressed a preference and followed up with specific reasons explaining why that option was preferable. These responses typically concluded with a salutation, bringing the conversation to a natural and polite close. “Per me certamente andiamo a comprare un gelato perché è delizioso e infatti il mio gusto preferito è o stra . . . il gelato di stracciatella ma il cinema è per me è un poi noioso perché non possiamo parlare insieme”; “Sì, entrambe sono bene idea. Forse possiamo pren..andare alla cinema e dopo fare un gelato. Grazie per l’idea e a presto. Ciao Francesco!” |

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 often they need to produce more than one language function in response to the interlocutor for a given turn in this task. Provide practice conversations that have students engage with two language functions in at least some of their responses (decline a request or invitation and then offer an alternative).
- 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 (answer in detail, offer suggestions, express a personal preference). Remind them to end the conversation with a standard salutation.
- Have students practice informal, spontaneous conversations in class by providing them with topics and outlines that require them to greet their partner, answer and ask questions, provide details, make counterproposals, give advice, raise doubts, etc.
- Encourage students to study the written instructions carefully, including the introduction and the required content for their responses. They should ensure 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 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 tones, timbres, and pitches. 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 ability.
- 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 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 past exams 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>.
- 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 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/media/pdf/ap24-sg-italian-language.pdf>.
- Teachers should show 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 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 4

Task: Cultural Comparison

Topic: Favorite activities for young people

Max Score: 5

Total Group Mean Score: 2.64

Standard Group Mean Score: 2.46

What were the responses to this question expected to demonstrate?

The cultural comparison task assessed speaking in the presentational communicative mode by having students deliver 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 the activities preferred by young people (keywords/key concepts: “*giovani*” and “*attività preferite*”) to students’ own community or another community of their choice, demonstrating understanding of cultural features of the Italian-speaking world. 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 to compare the role of the activities that young people prefer (e.g., school trips, sport activities, going out with friends, etc.) in an Italian-speaking community which they are familiar with and favorite activities of young people in another community of their choice. Students had to organize, prepare, and produce a spoken presentation, comparing an area of the Italian-speaking world with another community in relation to the given topic.

Students were expected to compare cultural features (products, practices, and perspectives) of an Italian speaking community to their own community or another community they know. This development was assessed by analyzing students’ treatment of the task, how well they demonstrated an understanding of the target culture, their use of transitional expressions to organize their presentation, and how their language abilities aided or impeded the presentation’s overall comprehensibility.

How well did the responses address the course content related to this question? How well did the responses integrate the skill(s) required on this question?

Effective comparisons concerning the activities preferred by young people in both the target culture and the culture of students’ chosen community demonstrated a strong understanding of both communities with clear comparisons. Responses were able to illustrate both similarities and differences with a wide variety of approaches including well-elaborated cross-cultural analysis of pastimes in the target culture and that of another community. Effective comparisons used a variety of grammar and vocabulary to convey the impression that this was a spoken presentation directed to students’ peers, with appropriate use of cohesive devices and register.

Some responses provided examples of personal friendship to support the comparison or stated that school trips are more common in Italy due to the country’s location within Europe, while in America trips tend to be done with friends. This latter example further demonstrates how different geographical factors have shaped distinct cultural practices, beliefs, and societal structures. It goes beyond simply stating the geographical differences and instead explicitly shows the causal links between geography and specific cultural outcomes. This corroborates the strength of the response.

Content and Skills

In order to demonstrate an understanding of different features of the target culture, students could rely on their previous and personal knowledge, first-hand experience, or could synthesize information from materials they saw, analyzed, and discussed in class. This year, although the course theme of the cultural comparison was Contemporary Life, students could make use of other disciplines as well as themes and subthemes inherent in the topic within the AP Curriculum – e.g., Personal and Public Identities (*Identità pubblica e privata*) and Families and Communities (*Famiglia e società*) – in their responses.

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, it was expected that pronunciation, intonation, and pacing would contribute to 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 about the role of preferred activities by young people in an Italian-speaking community with which they are familiar and in another community of their choice. Most students were able to list a variety of activities but did not explicitly refer to them as “favorite” or mention that these were performed by young people.

| <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 focused instead on topics irrelevant to the prompt, talking, for example, about issues in contemporary life (e.g. environment; health, etc.) or about school requirements/routines (length of the school days; subjects; clubs; electives, etc.), such as “<i>La prima cosa è che in Italia e in America entrambi l’attività è un modo di sentirsi bene, di rilassarsi, forse se avevi un difficile giorno a scuola questa attività ti aiuterà a sentirti meglio</i>”; “<i>La scuole è molte diverse in Italia perché i bambini in Italia vanno la scuola e tornare a casa di mezzo</i>”. | <ul style="list-style-type: none">The most successful responses effectively and explicitly discussed the activities preferred by young people in the target culture and in students’ own culture/community of choice: “<i>In Italia le gite scolastiche sono molto più ehm fatte rispetto degli Stati Uniti dove negli Stati Uniti forse si fa uno due gite, ma più con gli amici, non tipicamente con la scuola</i>”; “<i>In Italia ci sono molte molto mare eh ah luogo con acqua dove i giovani posso nuotare o uscire con gli amici al mare, ma gli Stati Uniti ah ci sono molte montagne per i giovani ah andare per sciare... eh... una cosa simile ah sia Italia e sia Stati Uniti eh i giovani usano molto tecnologia per parlare con altri e comunicare, studiare con atri.</i>” |
| <ul style="list-style-type: none">The prompt asks to present about favorite activities, but some responses provided a list of activities and sports (e.g., practicing sports; studying; playing videogames, going to movie theaters; playing music, etc.) in both cultures without specifying whether these were favorite activities or not. | <ul style="list-style-type: none">Successful responses displayed students’ abilities to talk about favorite activities performed by young people in both cultures “<i>Io, per esempio, gioco pallavolo, ma vedo pure i miei amici e d’estate esco fuori con loro . . .</i>”. |

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| <ul style="list-style-type: none"> The prompt clearly requires talking about the activities favored by <i>giovani</i>. A few responses presented the activities practiced by Italians or people in the target culture in general, without referring to whether they were young or not, using instead a collective noun to refer to them (Italians; people; <i>gli italiani</i>; <i>la gente</i>; <i>le persone</i>, etc.). | <ul style="list-style-type: none"> Successful responses talked about young people explicitly: “<i>Pure negli Stati Uniti e in Italia si va al centro commerciale, questa è pure un’attività preferita che si fa molto spesso tra i giovani</i>”, or sometimes referred to them implicitly by saying “<i>noi</i>”. |
| <ul style="list-style-type: none"> A few responses discussed the topic only within the target culture or their own culture, without developing any comparison. This issue occurred even in some responses that exhibited a strong command of Italian. | <ul style="list-style-type: none"> Successful responses succeeded in drawing a clear comparison with supporting details between two cultures through the use of coordinating devices and effective transitions: “<i>sia...sia</i>”; “<i>per esempio</i>”; “<i>entrambi</i>”; “<i>però</i>”; “<i>così</i>”; “<i>in conclusione</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:

- 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*”) or the instructions in the boxes.
- Remind students about the meaning of “*ruolo*” in the prompt and integrate this function into their presentation. Remind students that they need to address all aspects of this task by comparing 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 must be mentioned explicitly by referring to Italy, Italian culture, Italian-speaking communities, Italians, Italian diasporic communities, 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.
- Have students practice the use of transitional elements or cohesive devices.

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 1-minute cultural presentation about an aspect of culture learned in that unit; in Unit 2, they do a 1-minute cultural comparison; in Unit 3, a full 2-minute cultural comparison, and subsequent full comparisons on topics of increasing difficulty in units 4, 5, and 6. 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: <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 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.
- Teachers should meet with colleagues who teach French, German, and Spanish to determine what common shared issues there are across languages and to share strategies that will improve student performance. Teachers can exchange ideas, ask for suggestions, and discuss with high school colleagues in the AP Community here: <https://apcommunity.collegeboard.org>.