
AP[®] Italian Language and Culture

Sample Student Responses and Scoring Commentary

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AP[®] ITALIAN LANGUAGE AND CULTURE

2019 SCORING GUIDELINES

Identical to Scoring Guidelines used for French, German, and Spanish Language and Culture Exams

Interpersonal Speaking: Conversation (Task 3)

5: STRONG performance in Interpersonal Speaking

- Maintains the exchange with a series of responses that is clearly appropriate within the context of the task.
- Provides required information (e.g., responses to questions, statement and support of opinion) with frequent elaboration.
- Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility.
- Varied and appropriate vocabulary and idiomatic language.
- Accuracy and variety in grammar, syntax, and usage, with few errors.
- Mostly consistent use of register appropriate for the conversation.
- Pronunciation, intonation, and pacing make the response comprehensible; errors do not impede comprehensibility.
- Clarification or self-correction (if present) improves comprehensibility.

4: GOOD performance in Interpersonal Speaking

- Maintains the exchange with a series of responses that is generally appropriate within the context of the task.
- Provides most required information (e.g., responses to questions, statement and support of opinion) with some elaboration.
- Fully understandable, with some errors that do not impede comprehensibility.
- Varied and generally appropriate vocabulary and idiomatic language.
- General control of grammar, syntax, and usage.
- Generally consistent use of register appropriate for the conversation, except for occasional shifts.
- Pronunciation, intonation, and pacing make the response mostly comprehensible; errors do not impede comprehensibility.
- Clarification or self-correction (if present) usually improves comprehensibility.

3: FAIR performance in Interpersonal Speaking

- Maintains the exchange with a series of responses that is somewhat appropriate within the context of the task.
- Provides most required information (e.g., responses to questions, statement and support of opinion).
- Generally understandable, with errors that may impede comprehensibility.
- Appropriate but basic vocabulary and idiomatic language.
- Some control of grammar, syntax, and usage.
- Use of register may be inappropriate for the conversation with several shifts.
- Pronunciation, intonation, and pacing make the response generally comprehensible; errors occasionally impede comprehensibility.
- Clarification or self-correction (if present) sometimes improves comprehensibility.

2: WEAK performance in Interpersonal Speaking

- Partially maintains the exchange with a series of responses that is minimally appropriate within the context of the task.
- Provides some required information (e.g., responses to questions, statement and support of opinion).
- Partially understandable, with errors that force interpretation and cause confusion for the listener.
- Limited vocabulary and idiomatic language.
- Limited control of grammar, syntax, and usage.
- Use of register is generally inappropriate for the conversation.
- Pronunciation, intonation, and pacing make the response difficult to comprehend at times; errors impede comprehensibility.
- Clarification or self-correction (if present) usually does not improve comprehensibility.

1: POOR performance in Interpersonal Speaking

- Unsuccessfully attempts to maintain the exchange by providing a series of responses that is inappropriate within the context of the task.
- Provides little required information (e.g., responses to questions, statement and support of opinion).
- Barely understandable, with frequent or significant errors that impede comprehensibility.
- Very few vocabulary resources.
- Little or no control of grammar, syntax, and usage.
- Minimal or no attention to register.
- Pronunciation, intonation, and pacing make the response difficult to comprehend; errors impede comprehensibility.
- Clarification or self-correction (if present) does not improve comprehensibility.

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Interpersonal Speaking: Conversation (Task 3) (continued)

0: UNACCEPTABLE performance in Interpersonal Speaking

- Mere restatement of language from the prompts
- Clearly does not respond to the prompts; completely irrelevant to the topic
- “I don’t know,” “I don’t understand,” or equivalent in English
- Clearly responds to the prompts in English

NR (No Response): BLANK (no response although recording equipment is functioning)

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2019 SCORING COMMENTARY

Task 3: Conversation

Note: Students' responses are quoted verbatim and may contain grammatical errors. In the transcripts of students' speech quoted in the commentaries, a three-dot ellipsis indicates that the sample has been excerpted. Two dots indicate that the student paused while speaking.

Overview

This task assessed speaking in the interpersonal communicative mode by having the student respond as part of a simulated oral 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 five turns in the conversation. The series of five responses received a single, holistic score based on how well it accomplished the assigned task. The responses had to appropriately address each turn in the conversation, according to the outline, as well as the simulated interlocutor's utterance.

The course theme for the conversation task was *Vita contemporanea*. For this task students needed to respond to five audio prompts spoken by Antonio, an Italian cousin who went with the student to the stadium for a football game.

The question assessed the students' performance in interpersonal speaking by engaging them in a series of exchanges on a familiar topic—violence and dangers involved in sports like football, rugby, and hockey; sport preferences—generated by Antonio's inquiries. The students had to interact with the interlocutor to produce language that appropriately responded to Antonio's questions. They were expected to understand Antonio's utterances by relying on familiar vocabulary or by using the context to infer the meaning of unfamiliar words. They needed to maintain the conversation in a culturally appropriate fashion consistent with the informal register. Moreover, the conversation required students to perform a series of language functions—answer questions; make suggestions; express preferences and opinions and justify them; give reassurance and suggest an alternative plan—through simple, compound, and complex sentences and through the use of different time frames.

1. Antonio goes to a football game for the first time with the student, who is his cousin. Antonio is very excited about the new experience and the atmosphere at the stadium. During an intermission he proposes buying something to eat and asks the student what would be good to try. The student had to make suggestions and express a preference.
2. Antonio shares his opinion about how dangerous sports like football can be for adolescents and asks for the student's opinion. The student had to express an opinion and explain the reasons behind it.
3. Antonio claims that rugby is probably the most violent sport in Italy, as football and hockey are in America. Then he asks the student why such violent sports are so popular. The student had to give a detailed answer.
4. Antonio tells the student that he prefers outdoor sports like biking. Then he asks for the student's preference. The student had to express a preference and provide an explanation for it.
5. Antonio informs the student about an upcoming hockey game. He is not interested in hockey and asks if, by chance, the student intends to take him to that game too. The student had to reassure him and propose an alternate plan.

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2019 SCORING COMMENTARY

Task 3: Conversation (continued)

Sample: 3A

Score: 5

Transcript of Student Response

1. *Ti consiglio di prendere un hot dog perché . . uh . . è un . . un tipo di cibo tipico americano che non potrei mangiare in Italia. Uh . . anche è molto buono e delizioso, allora. È il mio preferito . . ah . . um . . è il mio scel . . uh . . scelto nu [beep] mero uno.*
2. *Sì, sono d'accordo perché è molto pericoloso per la . . la cervella . . uh . . perché è un . . un sporto di contatto, allora . . um . . i professionali possono . . uh . . si fare male molto facile . . uh . . per . . con il football americano . . um . . e...*
3. *Penso che in America . . uh . . c'è un senso che quando . . um . . lo sport è più pericoloso è più impressionante se . . uh . . ha successo nel questo . . uh . . questo domeno allora . . uh . . come l'hockey o/e football sono molto [beep] popolare.*
4. *Um . . mi . . uh . . uh . . amo . . uh . . mi piace andare in bici e anche nuotare . . uh . . alla picina . . qu . . munisipale e anche . . uh . . mi piace giocare a tennis con amici. Uh . . penso che anche io preferisco i spor individuali perché sono meno peri [beep] pericolosi.*
5. *Uh . . non . . non . . non mi piace l'hockey, allora sono d'accordo e . . uh . . ti consiglio di fare qualcos'altro come . . uh . . co . . a . . andare a un spettacolo . . uh . . di Broadway e non andare a . . a . . o . . ss . . all . . alla partita di [beep] sport.*

Commentary

The response earned a score of 5 because the student maintains the exchange with a series of responses that is clearly appropriate within the context of the task (“*Ti consiglio di prendere un hot dog perché . . uh . . è un . . un tipo di cibo tipico americano che non potrei mangiare in Italia*”; “*Sì, sono d'accordo perché è molto pericoloso*”) and provides required information (“*penso che anche io preferisco i spor individuali perché sono meno peri [beep] pericolosi*”; “*Uh . . non . . non . . non mi piace l'hockey, allora sono d'accordo e . . uh . . ti consiglio di fare qualcos'altro come . . uh . . co . . a . . andare a un spettacolo . . uh . . di Broadway e non andare a . . a . . o . . ss . . all . . alla partita di [beep] sport*”). There is varied and appropriate vocabulary, idiomatic language (“*un sporto di contatto*”; “*picina . . qu . . munisipale*”; “*ti consiglio di fare qualcos'altro*”), and control of grammar. Pace is consistent. Intonation and pronunciation make the response comprehensible. Errors do not impede comprehensibility (“*il mio scel . . uh . . scelto nu [beep] mero uno*”; “*pericoloso per la . . la cervella*”; “*ha successo nel questo . . uh . . questo domeno*”).

Sample: 3B

Score: 3

Transcript of Student Response

1. *Mi consiglia una pizza e una . . uh . . hot dog per la . . um . . per la stadio e allo stadio . . uh . . quando vedere una partita di football americano mangiamo ...*
2. *Sì, d'accordo, sono d'accordo . . uh . . è molto pericoloso perché gli personi . . uh . . è molto fisico? e molto forte e . . uh . . e...*
3. *Il sport è molto popolare perché è molto facile per co . . uh . . per conoscere e molto interessante perché è molto . . uh . . tempo e . . molt ... [beep] e...*
4. *Uh . . preferisco i sport con una squadra perché i personi . . uh . . wor . . lavorano con te per la . . uh . . un goal e non solo una persona.*

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Task 3: Conversation (continued)

5. *Uh . . anch'io . . uh . . e un'alternativa è per andare un altro . . uh . . un altro partita di football americano perché molto interessante e il squadra è molto [beep] bene.*

Commentary

The response earned a score of 3 because it demonstrates that the student understands the gist of the conversation and maintains the exchange with responses that are somewhat appropriate within the context of the task (“*Uh . . preferisco i sport con una squadra perché i personi . . uh . . wor . . lavorano con te per la . . uh . . un goal e non solo una persona*”). The response provides most required information (“*sono d'accordo . . uh . . è molto pericoloso perché gli personi . . uh . . è molto fisico?*”; “*Uh . . preferisco i sport con una squadra perché i personi . . uh . . wor . . lavorano con te per la . . uh . . un goal e non solo una persona*”). The response is generally understandable (“*Uh . . anch'io . . uh . . e un'alternativa è per andare un altro . . uh . . un altro partita di football americano*”) but contains basic vocabulary, with frequent repetitions of words and expressions. It also demonstrates some control of grammar.

Sample: 3C

Score: 2

Transcript of Student Response

1. *Ciao, mio preferisco . . mann . . giare . . la piza.*
2. *Secundo mi, di football americano è molto . . divertento giocare.*
3. *Sì, di football americano è multi popolare è mericano.*
4. *Ah . . sì, mi piace giocare . . la . . il calcio con li amici, ciao.*
5. *No, va bene . . eh . . io non lo so . . eh . . ciao.*

Commentary

The response earned a score of 2 because the student partially maintains the exchange with responses that are minimally appropriate within the context of the task (“*Secundo mi, di football americano è molto . . divertento giocare*”; “*No, va bene . . eh . . io non lo so . . eh . . ciao*”) and provides some required information (“*Ciao, mio preferisco . . mann . . giare . . la piza*”; “*Ah . . sì, mi piace giocare . . la . . il calcio con li amici, ciao*”). The response demonstrates limited vocabulary resources and limited control of grammar and syntax.