
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.

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 • 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 	<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 • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

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): BLANK (no response although recording equipment is functioning)

Question 3

Note: Students' responses 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 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 5 turns in the conversation. The series of 5 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 *Sfide globali*. For this task students needed to respond to 5 audio prompts spoken by Simona, a friend with whom the student is writing a blog on environmental issues.

The question assessed students' performance in Interpersonal Speaking by engaging them in a series of exchanges on a particular topic—important elements to include when talking about the environment and organizational issues one encounters when collaborating with someone—generated by Simona's inquiries. The students had to interact with the interlocutor to produce language that appropriately responded to Simona's questions. They were expected to understand Simona'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; express preferences and opinions and justify them; make suggestions; solve a problem by suggesting a solution—through simple, compound, and complex sentences, and through the use of different time frames.

1. Simona and the student are co-authors of a blog on the environment. Simona asks the student if a post on automobile pollution is a good topic for the upcoming blog publication. The student had to agree with the suggestion and explain why this was a good topic for the blog.
2. Simona suggests inserting a graph in the article on auto pollution and asks the student to prepare it, since she cannot do it. The student had to refuse and propose an alternate plan.
3. Simona says that it would be a good idea to write about the bicycle lane recently opened downtown and asks for the student's opinion. The student had to express an opinion and explain the reasons behind it.
4. Simona acknowledges that there is a lot of work to do before the blog publication deadline and proposes working independently. Simona asks the student how the workload can be divided between them. The student had to make a proposal.
5. Simona is aware that in order to finalize the blog, a last meeting is necessary on the night before the publication date. She adds that they cannot meet at her home because her sister is giving a birthday party that night, so she asks the student for an alternate plan. The student had to offer a solution.

Question 3 (continued)

Sample: 3A

Score: 5

Transcript of Student’s Response(s)

1. Sì, è vero! Ma questa è una buona idea, ottima idea . . uh . . mi piace perché è una cosa che è molto importante adesso e . . uhm . . e ci sono molti effetti negativi . . uhm . . di questo e allora . . buonissima idea . . uhm...
2. No, scusi, non posso fare un grafico, ho tanta lavora da fare perché ho una presentazione e un esame venerdì e non ho il tempo e anche non so come . . uhm . . crearlo . . uhm . . uhm . . ma possiamo fare una . . una tabella.
3. Ah sì, è possibile . . uhm . . io penso che sia una ottima idea . . uhm . . uh . . perché questo è un modo di trasporto . . uhm . . differenta alla macchina . . uhm . . che ha . . puh . . che ha molto inchinamiento . . uhm . . e...
4. Uh . . io posso fare la ricerca per . . uhm . . per il blog e tu puoi . . uhm . . ti suggerirei di . . uhm . . comunicare con gli altri per fare . . uhm . . la pista di ciclismo . . uh . . perché era . . è la tua idea . . uhm...
5. Ah ok, allora venerdì sera . . uhm . . eh . . io penso che sia una buona idea di andare a casa mia . . uhm . . perché . . uh . . ho i miei genitori che lavorano e . . uhm . . ho una grande casa per . . uh . . lavorare . . uhm . . insieme.

Commentary

The response earned a score of 5 because it presents a strong treatment of the topic within the context of the text. It maintains the exchange with a series of responses that are clearly appropriate within the context of the task, and it provides required information with frequent elaboration (“*ho tanta lavora da fare perché ho una presentazione e un esame venerdì e non ho il tempo e anche non so come . . uhm . . crearlo*”; “*è un modo di trasporto . . uhm . . differenta alla macchina*”). The student participates in the conversation with ease and clarity of expression. The response is fully understandable; occasional errors do not impede comprehensibility (“*inchinamiento*”). There is varied and appropriate vocabulary and idiomatic language (“*ho tanta lavora da fare*”), as well as accuracy and variety in grammar. The register is mostly appropriate (“*non so come . . uhm . . crearlo*”).

Sample: 3B

Score: 3

Transcript of Student’s Response(s)

1. Sì, piacerei aiutare tu con il blog perché piace suo ambiente e ci sono molto problemi perché l’inquinamento.
2. Non preparai un grafico perché non bene a creare un grafico per su blog.
3. No, non interessato perché nostro blog sul riguardo . . am . . ambiente.
4. Non saprare lavoro perché . . ahm . . lavoriamo meglio insieme.
5. Possiamo lavore alla blog alla casa mia perché miei genitori . . andranno al ristorante.

Commentary

The response earned a score of 3 because it presents a fair treatment of the topic within the context of the task. It maintains the exchange with responses that are somewhat appropriate (“*No, non interessato perché nostro blog sul riguardo . . am . . ambiente*”). The response provides most required information (“*Sì, piacerei aiutare tu con il blog perché piace suo ambiente*”; “*Non preparai un grafico perché non bene a creare un grafico per su blog*”; “*Non saprare lavoro perché . . ahm . . lavoriamo meglio insieme*”; “*Possiamo lavore alla blog alla casa mia perché miei genitori . . andranno al ristorante*”). Pronunciation, intonation, and pacing make the response generally understandable, with errors that occasionally impede comprehensibility (“*creare*”; “*Non saprare*”; “*Possiamo lavore*”). The vocabulary is appropriate but basic, with frequent repetitions of words and expressions. There is some control of grammar (“*andranno al ristorante*”).

Question 3 (continued)

Sample: 3C

Score: 1

Transcript of Student's Response(s)

1. *Un buono lupo, Siamona. Mi piace li aidia per il blog sul ambiente. C'è è un...*
2. *C'è è molto buon le idia ma . . io penso . . tu...*
3. *È molto interessante le aidia per le blog. In il mio opinione, io penso un buon le aidia.*
4. *Io penso noi . . la... lavoriamo un . . a . . un apartamente . . o un ufficio.*
5. *Feliz cumplea... compleano!*

Commentary

The response earned a score of 1 because it presents a poor treatment of the topic within the context of the task. It unsuccessfully attempts to maintain the exchange by providing a series of responses that are inappropriate within the context of the task (“*Feliz cumplea... compleano!*”) and provides little required information. There are very few vocabulary resources and almost no control of grammar, syntax, and usage (“*C'è è molto buon le idia*”). The response is barely understandable, with significant errors that impede comprehensibility (“*Un buono lupo, Siamona*”).