

AP® WORLD LANGUAGE AND CULTURE EXAMS
2012 SCORING GUIDELINES

Interpersonal Speaking: Conversation

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
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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 required information (e.g., responses to questions, statement and support of opinion) with some elaboration
 - Fully understandable, with some errors which 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
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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 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
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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
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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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0: UNACCEPTABLE performance in Interpersonal Speaking

- Mere restatement of language from the prompts
 - Clearly does not respond to the prompts
 - "I don't know," "I don't understand" or equivalent in any language
 - Not in the language of the exam
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- (hyphen): **BLANK (no response although recording equipment is functioning)**

AP[®] ITALIAN LANGUAGE AND CULTURE 2012 SCORING COMMENTARY

Task 3: Conversation

Note: Student 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 students 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 *Bellezza ed estetica*. For this task, students needed to respond to five audio prompts spoken by the student's friend Giulia.

1. Giulia asks if there are any plans to go to the Jovanotti concert next Saturday. She wants to know whether she and the student should go. Students had to respond with enthusiasm and comment on music.
2. Giulia is worried and makes a suggestion not to wait too long to purchase tickets, or there may be none left. Students had to agree and ask for details.
3. Giulia explains that tickets for students cost 20 euros and suggests that the student bring money to school the next morning so she can buy both of their tickets. She then asks what the student plans to wear. Students had to agree and respond.
4. Giulia asks how she and the student should get to the stadium on Saturday. Students had to offer a suggestion.
5. Giulia says good-bye and suggests that she and the student talk again before dinner. Students had to make a counterproposal and say good-bye.

Sample: 3A

Score: 5

Transcript of Student's Response

- a. *Sì, voglio andare al concerto di Jovanotti perché mi piace Jovanotti molto. Mi piace molto . . . il la canzone "Ciao, mamma." Anche mi piace "L'ombelico del mondo," e io penso che Jovanotti sia un musicista molto grande e . . . n . . . dobbiamo andare a vederlo [beep] in concerto.*
- b. *Sì, sono d'accordo. Dobbiamo comprare i biglietti subito perché io assolutamente voglio andarci. E se non abbiamo biglietti io . . . piangerò. E . . . n . . . dobbiamo andare perché amo Jovanotti. Sì, compriamo i biglietti adesso. Non [beep] ospettiamo.*
- c. *Sì, venti euro non è molto caro, e infatti è molto economico. Io ho venti euro a casa mia e . . . io ritorno a casa. Io li prendo, e domani li porterò a te, e . . . tutto va bene. Oddio, che sono mozionato a vedere Jovanotti. Sì, venti euro [beep] non costa . . .*
- d. *Sì, sono emozionato di andare allo stadio, e . . . forse . . . sarà grande. Però . . . um . . . mia madre . . . può . . . um . . . darci . . . un tragitto allo stadio. O, possiamo prendere l'autobus allo [beep] stadio.*

AP[®] ITALIAN LANGUAGE AND CULTURE 2012 SCORING COMMENTARY

Task 3: Conversation (continued)

- e. *Ciao. Uh, divertiti a cena. Sì. Um, io ti chiamerò, uh, prima di cenare e . . . possiamo parlare e organizzare. E forse inviteremo degli amici anche a prendere al questo concerto. Oh, sono emozionato, e . . . [beep] ci vediamo.*

Commentary

The student maintains the exchange with a series of responses that are clearly appropriate within the context of the task. The response provides required information, including responses to questions, statements, and support of opinion, with frequent elaboration. Although the student does not address the question “*come ti vesti?*” the response is complete and thorough. The response is fully understandable, with ease and clarity of expression. Occasional errors do not impede comprehensibility (“*forse inviteremo degli amici anche a prendere al questo concerto*”). The vocabulary and idiomatic language are varied and appropriate (“*musicista,*” “*assolutamente,*” “*economico,*” “*emozionato*”). The response exhibits accuracy and variety in grammar, syntax, and usage, with few errors (“*Sì, voglio andare al concerto di Jovanotti perché mi piace Jovanotti molto*”). The pronunciation, intonation, and pacing make the response comprehensible, despite occasional errors in pronunciation (“*piangerò,*” “*divertiti,*” “*prendere*”). Overall the response demonstrates a strong performance in interpersonal speaking.

Sample: 3B

Score: 3

Transcript of Student’s Response

- a. *Sì, mi piace Jovanotti molti. Eh . . . una . . . bella . . . [long pause] co . . . Andiamo al concerto di Jovanotti [laughs].*
- b. *Perché non trovo.. troviamo i biglietti all’Internet? Sono molti rete qua . . . dove . . . compriamo i biglietti ai prezzi molto*
- c. *È un buon’aidia . . . aidea . . . Ho venti euri . . . euro . . . [long pause] A che ora . . . andiamo.*
- d. [long pause] *Io . . . finito la scuola alla tre. Perché non andiamo . . . al . . .*
- e. *Sì. Perché non vai . . . al la piazza per . . . i gel . . . il gelato. Mi piace cioccolata . . . [long pause] Alle sette?*

Commentary

The student maintains the exchange with a series of responses that are somewhat appropriate within the context of the task. The student provides required information, including responses to questions, statements, and an attempt to support an opinion. Although the student does not address all the instructions provided in the introduction (“*esprimi consenso,*” “*rispondi,*” “*dai un suggerimento,*” “*saluti*”), the response is fairly complete. The response is also generally understandable, though with errors that may impede comprehensibility (“*È un buon’aidia . . . aidea*”). The vocabulary and idiomatic language is appropriate but basic (“*piazza,*” “*gelato*”). The response exhibits some control of grammar, syntax, and usage (“*Andiamo al concerto di Jovanotti*”). The pronunciation, intonation, and pacing, despite frequent hesitation and a pronunciation issue (“*aidia . . . aidea*”), make the response generally comprehensible. Overall the response demonstrates a fair performance in interpersonal speaking.

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Task 3: Conversation (continued)

Sample: 3C

Score: 1

Transcript of Student's Response

- a. *Sì, io amo Jovanotti, ma . . . mi piace . . . Andrea Bocelli perché, uh, la sua musica sono molto bellissima. Um . . .*
- b. [blank]
- c. [blank]
- d. *Uh, vorrei incontra al ristorante per la concerta?*
- e. *Va bene. Ciao.*

Commentary

The student provides a series of responses that is inappropriate within the context of the task. Little of the required information is provided. The responses that are given are mostly complete. However, one response is off topic (“*Uh, vorrei incontra al ristorante per la concerta?*”), while the other includes a mere restatement of a word from the prompt (“*Ciao*”). The response is barely understandable within the context of the task, with frequent errors that impede comprehensibility (“*la sua musica sono,*” “*vorrei incontra,*” “*la concerta*”). The vocabulary resources are few in number (“*musica*” and “*bellissima*”). The response exhibits little control of grammar, syntax, and usage (“*la sua musica sono molto bellissima*” and “*vorrei incontra al ristorante per la concerta*”). The pronunciation, intonation, and pacing make the response difficult to comprehend. The response demonstrates a poor performance in interpersonal speaking because of its overall quality, frequent errors, and omissions.