AP® ITALIAN LANGUAGE AND CULTURE
2013 SCORING GUIDELINES

Interpersonal Speaking: Conversation

5: STRONG performance in Interpersonal Speaking
- Maintains the exchange with a series of responses that are 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 are 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 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 are 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

2: WEAK performance in Interpersonal Speaking
- Partially maintains the exchange with a series of responses that are 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 are 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

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 the equivalent in any language
- Not in the language of the exam

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

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 *Scienza e tecnologia*. For this task, students needed to respond to five audio prompts spoken by the student's friend Anna.

   a. *Anna calls her friend and states her need to go to the dentist. She is clearly unhappy and wants to know how her friend feels when her friend is in a similar situation. Students had to respond and comment.*

   b. *Anna is worried because this is her first time seeing this dentist and asks her friend if he/she could go with her. Students had to answer and to agree to accompany her.*

   c. *Anna mentions the time she needs to be at the dentist's and where his office is located, then asks how she and her friend should get downtown. Students had to respond to her question.*

   d. *Anna agrees and then asks her friend if they should go to the theater or go shopping after her appointment. Students had to agree and express a preference.*

   e. *Anna agrees, states that she is still nervous, and says good-bye. Students had to reassure her and say good-bye.*

Sample: 3A
Score: 5

Transcript of Student's Response
   a. *Ciao come stai? Non mi piace andare al dentista perché .. mi fa male .. e .. il dentista sempre vuole fare una conversazione quando .. sta lavorande .. lavorando sulla mia bocca e ..*

   b. *Sì, ho tempo questo pomeriggio possiamo incontrare a casa mia e ti aiuterò con trovare un dentista che ti piace .. um .. e magari ..*

   c. *Possiamo andare al dentisto con la mia macchina. Posso guidare .. um .. magari .. arrivo a casa tua alle tre e mezza e ti porterò al dentista .. um ..*

   d. *Vorrei and .. andare al cinema .. um .. Vorrei vedere Ironman 3 magari o non so un altro film e va bene .. um .. non so se non ti piace fare.*

Task 3: Conversation (continued)

e. *Va bene. Ci vediamo .. um .. In bocca al lupo con il dentist .. con il dentista. Spero che non ti .. il dentista non ti fa male e speriamo che tutto .. ah .. vada bene ..*

Commentary

The student maintains the exchange with a series of responses that are clearly appropriate within the context of the task. The responses provide the required information, including responses to questions, statements, and support of opinions with frequent elaboration. Although the student does not fully understand the second prompt, the response is generally appropriate. The response is fully understandable, with ease and clarity of expression. Occasional errors do not impede comprehensibility ("*non mi piace andare al dentista*"; "*ti aiuterò con trovare un dentista*"). The vocabulary and idiomatic language are varied and appropriate ("*in bocca al lupo*"; "*magari*"). The response exhibits accuracy and variety in grammar, syntax, and usage with few errors ("*spero che non ti … il dentista non ti fa male*"). Pronunciation, intonation, and pacing make the response comprehensible. Overall, the response demonstrates a strong performance in interpersonal speaking.

Sample: 3B
Score: 3

Transcript of Student's Response

a. *Ciao Anna. Come stai? Sto bene .. Non mi piace andare alla dentista ho paura perché non mi piace la dentista .. toccare i miei denti.*

b. *Sì, puoi accompagnare tu alla dentista. Non sto facendo .. ma .. mai .. questo pomeriggio dopo de la tre. Mi piace andare con tu alla dentista.*

c. *Noi abbiamo toma a prendere el treno o lo autobus puoi .. camminare con tu alla .. ss pass de della l'autobus per andare alla dentista in Roma.*

d. *Dopo la dentista andiamo alla cinema per vedere un film e dopo la cinema andiamo al fare lo shopping mi piace andare alle negozio. Voglio comprare le vestite.*

e. *Non .. ha paura, mi mia amica, voglio andare con .. tu. Spero che .. non ho paura della dentista .. Ciao.*

Commentary

The student maintains the exchange with a series of responses that are somewhat appropriate within the context of the task. The responses provide the required information, including responses to questions, statements, and support of opinions with some elaboration. The response is generally understandable. Occasional errors do not impede comprehensibility ("*puoi accompagnare tu*"; "*non sto facendo .. ma .. mai .. questo pomeriggio*"; "*andiamo al fare lo shopping*"). The student uses appropriate but basic vocabulary. The response exhibits some control of grammar, syntax, and usage with errors that do not impede comprehensibility ("*dopo de la tre*"; "*prendere el treno o lo autobus*"; "*dopo la cinema*"). Pronunciation, intonation, and pacing make the response comprehensible. Clarification or self-correction improves comprehensibility ("*Noi abbiamo toma a prendere el treno*"). Overall, the response demonstrates a fair performance in interpersonal speaking.

Task 3: Conversation (continued)

Sample: 3C
Score: 2

Transcript of Student's Response

    a.   *Ciao, Anna, la mia amica. .. uh .. La dentista è molto male .. uh .. quando tu .. uh .. tu apri .. la dentista*

    b.   *Uh .. questa problema .. uh .. è vero .. uh .. uh .. io vado .. uh .. al .. alla dentista con te .. uh*

    c.   *Tre e mezzo è molto bene per me .. uh .. la dentista .. uh .. dove la dentista .. È .. è .. troppo troppo*

    d.   *Un'ora .. uh .. è bene perché noi noi ved vediamo al cinema fare lo shopping per il boots .. uh .. bisogno di bisogno del .*

    e.   *[laughs] .. uh .. Sì, Anna .. uh .. tra poco tempo e u andre ciao*

Commentary

The student provides a series of responses that are minimally appropriate within the context of the task. The responses are only partially complete in that they provide only some of the required information. Furthermore, one response does not address the task at all. The response is partially understandable and the errors force interpretation and cause confusion for the listener ("*fare lo shopping per il boots*"; "*u andre*"). The vocabulary resources are limited ("*bisogno di*"; "*la dentista è molto male*"); in addition, the response exhibits limited control of grammar, syntax, and usage ("*questa problema*"; "*vado alla dentista*"). Pronunciation, intonation, and pacing make the response difficult to comprehend at times. The response demonstrates a weak performance in interpersonal speaking because of its overall quality and omissions.