

AP[®] ITALIAN LANGUAGE AND CULTURE EXAM 2014 SCORING GUIDELINES

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

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)**

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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 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 *"Famiglia e società."* For this task, students needed to respond to five audio prompts spoken by Marcello, a student volunteering with the non-profit organization I Cantieri della Solidarietà.

1. Marcello greets the student and asks how the student learned about I Cantieri della Solidarietà. Students had to respond to the question.
2. Marcello asks whether the student has had other experiences in volunteering or not. Students had to provide information.
3. Marcello explains the various kinds of work that I Cantieri della Solidarietà does and asks the student where he would like to go and what he would prefer to do. Students had to express their preferences.
4. Marcello asks how the student would feel about living in another country for several weeks. Students had to express their point of view.
5. Marcello talks about advantages and disadvantages of the program and asks if the student has any questions for him. Students had to ask for clarification about something.

Sample: 3A

Score: 5

Transcript of Student's Response

1. *Ti ho scoperto sull'int sul un sito dell'internet. Abbiamo ho visto una pubblicità sul televisione e uh anche la la mia mamma ha trovato un altro pubblicità mi ha chiesto da chiamarti uh*
2. *Sì. Ho Ho stato con gli anziani per due mese e ho aiutato a a da dato mangiare e aiutare uh aiutare a camminare uh andare a letto.*
3. *Voglio andare a aiutare i anziani perché ho già speso due mes mesi là e mi piace aiutare i anziani a fare le spese anche a fare lavori di giardino[beep] aiutare a mangiare.*
4. *Penso che è un buono opportunità uh perché posso imparare a parlare un altro in un'altra lingua e mi aiuta aiuterà nel futuro a prendere un altro lavoro come volontariato.*

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Task 3: Conversation (continued)

5. *No, non ho domande perché io già lo so che volontariato non sono pagati perché ho già fatto del volontariato ma a me non fa niente perché io già c'ho un altro lavoro.*

Commentary

The student maintains the exchange with a series of responses that are clearly appropriate within the context of the task. The responses provide required information, including responses to questions, statements, and support of opinions with frequent elaboration. Although the student does not fully respond to the third prompt, the response is partially appropriate. The responses are fully understandable, with ease and clarity of expression. Occasional errors do not impede comprehensibility (“*ti ho scoperto*”; “*lo so che volontariato non sono pagati*”). The vocabulary is varied and appropriate. The responses exhibit a rather accurate command of grammar, syntax, and usage with a few errors (“*ho aiutato a da dato mangiare*”; “*un buono opportunità*”). The pronunciation, intonation and pacing make the responses comprehensible. Overall, the responses demonstrate a strong performance in interpersonal speaking.

Sample: 3B

Score: 3

Transcript of Student's Response

1. *Ciao. Grazie per la tua domanda. Um Secondo me io sono molto um felice e eccitamento di um partecipare al loro programma per tre tr uh e quattro settimane durante l'estate. Mi piace le canzone.*
2. *Sì. Um Ho fatto volontariato esperienza perché quando io sono um un giovane io um io volontariato al all'ospital, e al lib biblioteca e alla negozio di della mia mamma.*
3. *Mi piace scrivere e leggere um se io um lavoro con i persone che fanno um scri scrivere e leggere um mi piace uh la su uh questa opportunità e mi piace volontariato con uh questi giovani.*
4. *Mi piace vivere in altri paesi per volontaria per volontario perché um mi piace incontria incontrare i um persone nuovi e um aiutare questi persone per um creare una vita bel um una vita migliore e per ...*
5. *Sì. Um Qual è la costa del um dei prodotti nel nelli negli paiesi che io um nel paese che io um vado a perché ai um io voglio conoscere a um sapere um ...*

Commentary

The student maintains the exchange with a series of responses that are somewhat appropriate within the context of the task. The responses provide required information including responses to questions, statements and support of opinions. The responses are generally understandable. Occasional errors do not impede comprehensibility (“*ho fatto volontariato esperienza*”; “*io volontariato al all'ospital*”). The student uses appropriate but basic vocabulary. The responses exhibit some control of grammar, syntax, and usage with few errors that do not impede comprehensibility (“*incontrare i um persone nuovi*”; “*la costa del um dei prodotti*”). The pronunciation, intonation, and pacing make the responses generally comprehensible. Clarification and self-correction improve comprehensibility (“*mi piace incontria incontrare*”). Overall, the responses demonstrate a fair performance in interpersonal speaking.

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Task 3: Conversation (continued)

Sample: 3C

Score: 1

Transcript of Student's Response

1. *Uh Fa uh io .. vorrei .. um .. imparare molto che tuo pro programma e uh aspetta [beep] che dice.*
2. *Uh La tua programma è interessante per mi e io .. aspetta che .. che dice come che ...*
3. *Uh I mie tuo preferito per scrivere è .. uh preferisco uh .. leggere e va vado a scuola e .. studiare m um*
4. *Uh Questa è un'idia .. um che è buono. Um Mio mi mi piace vivere in un paese straniera per tre o quattro uh mese.*
5. *Um .. No um no .. niente domande ma .. io sono interessante per la programma e .. vivendo alle straniera paese e ...*

Commentary

Overall, the responses unsuccessfully maintain the exchange in that they are inappropriate within the context of the task. The responses provide little required information that is barely understandable, with frequent and significant errors that impede comprehensibility ("*I mie tuo preferito per scrivere*"). Furthermore, some individual responses do not address the task. The responses exhibit very few vocabulary resources, and little or no control of grammar, syntax, and usage ("*preferisco uh .. leggere e va vado a scuola*"; "*io sono interessante per la programma*"). The pronunciation, intonation, and pacing make the responses difficult to comprehend. Overall, the responses demonstrate a poor performance in interpersonal speaking.