

# AP<sup>®</sup> ITALIAN LANGUAGE AND CULTURE EXAM 2015 SCORING GUIDELINES

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

### Interpersonal Speaking: Conversation

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#### **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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## 2015 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, 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, the student needed to respond to five audio prompts spoken by Sabrina, a fellow Italian student, with whom the student is planning to start an Italian club.

1. Sabrina speaks about the project and asks the student what people do in the United States when they want to start a club. The student had to respond to the question.
2. Sabrina asks whether the student prefers to have a concert or a party for the first event of the club. The student had to make an alternate suggestion and explain why his or her idea might work better.
3. Sabrina accepts the student's suggestion and asks the student what should be done in order to get everyone involved. The student had to express his/her ideas.
4. Sabrina agrees and asks when and where they should hold the first meeting. The student had to respond.
5. Sabrina is enthusiastic and asks whether they have forgotten anything. The student had to respond and provide an additional detail.

#### Sample: 3A

Score: 5

#### Transcript of Student's Response

1. *Qui noi um creiamo un club italiano um quando noi um chiediamo il professore e dopo andiamo all'ufficio ufficio.*
2. *Buon' idea, ma io penso che noi dovremmo cominciare con un viaggio al parco perché um non costa troppo e tutti possono andare, io penso.*
3. *Possiamo coinvolgere tutti um se noi um se noi chiediamo che um i partecipanti um um incontrare al parco e ..*
4. *Fondiamo io penso che noi dovremmo fare um dopo scuola um la settimana prossima um alle 3 magari um e .. perché tutti possano ..*
5. *No non ho dimenticato. Um io voglio um .. io penso che questo club è molto importante e noi possiamo parlare solamente ..*

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## 2015 SCORING COMMENTARY

### Task 3: Conversation (continued)

#### 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 replies to questions, statements, and support of opinion with frequent elaboration (“*un viaggio al parco perché um non costa troppo e tutti possono andare, io penso*”). The responses are fully understandable, with ease and clarity of expression. Occasional errors do not impede comprehensibility (“*chiediamo il professore*”; “*se noi chiediamo che um i partecipanti um um incontrare*”). The vocabulary is varied and appropriate (“*la settimana prossima um alle 3 magari*”), and there is a variety of grammar, syntax, and usage (“*perché tutti possano*”). The pronunciation and pacing make the responses comprehensible. Overall, the responses demonstrate a strong performance in presentational speaking.

#### Sample: 3B

Score: 3

#### Transcript of Student's Response

1. *Um possiamo creare un club um di um parlare al um a principale e a o i i maestri e um loro um pensano aiutar aiutarci a ..*
2. *Um dobbiamo iniziare una festa perché um quello quello um quello um prendere l'attenzione degli studenti e puoi um vo vorre vorronno ..*
3. *Um possiamo prendere um um i nostri um amici a dire um i loro amici del club e poi um il nostro club um cre crederà e ..*
4. *Um faremo n nel marzo perché um quello sarà um dopo dopo el medio del dell'anno e le persone um vorranno um um diventare um ..*
5. *No, non non abbiamo dimenticare um niente. um questo progetto sarà um sarà molto bene e molte persone vorranno um dimenticare una parte del nostro club.*

#### Commentary

The student maintains the exchange with a series of responses that are appropriate to the task. The responses provide all required information (“*Um possiamo prendere um um i nostri um amici a dire um i loro amici del club*”; “*Um faremo n nel marzo perché um quello sarà um dopo dopo el medio del dell'anno*”). The responses are generally understandable, with some errors that may impede comprehensibility (“*poi um il nostro club um cre crederà e ..*”). The responses contain appropriate but basic vocabulary and idiomatic language. There is some control of grammar, syntax, and usage (“*puoi um vo vorre vorronno*”). The pronunciation, intonation, and pacing make the responses generally comprehensible, though errors occasionally impede comprehensibility. Overall, the responses demonstrate a fair performance in interpersonal speaking.

#### Sample: 3C

Score: 1

#### Transcript of Student's Response

1. *Um non lo so. (sighs) .. Che cosa vorresti fare?*
2. *Um preferirò a una festa.*

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## Task 3: Conversation (continued)

3. *Um possiamo salvare del cibo per ll gli a delle pers del p le gen um le persone.*
4. *Um lavoriamo a casa mia um domani um se se vorresti.*
5. *Um sì. Abbiamo dimenticato la .. qualcosa.*

### Commentary

The student unsuccessfully attempts to maintain the exchange by providing a series of responses that are inappropriate within the context of the task. The student provides little required information (“*Um lavoriamo a casa mia um domani um se se vorresti*”). The responses contain limited vocabulary and limited idiomatic language (“*Abbiamo dimenticato la .. qualcosa*”). The responses show limited control of grammar, syntax, and usage (“*Um possiamo salvare del cibo per ll gli a delle pers del p le gen um le persone*”). Pronunciation, intonation, and pacing make the responses difficult to comprehend. Overall, the responses demonstrate a poor performance in interpersonal speaking.