

AP[®] ITALIAN LANGUAGE AND CULTURE EXAM

2015 SCORING GUIDELINES

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

Presentational Speaking: Cultural Comparison

Clarification Notes:

- The term “community” can refer to something as large as a continent or as small as a family unit.
 - The phrase “target culture” can refer to any community large or small associated with the target language.
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5: STRONG performance in Presentational Speaking

- Effective treatment of topic within the context of the task
 - Clearly compares the student’s own community with the target culture, including supporting details and relevant examples
 - Demonstrates understanding of the target culture, despite a few minor inaccuracies
 - Organized presentation; effective use of transitional elements or cohesive devices
 - 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 presentation
 - 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 Presentational Speaking

- Generally effective treatment of topic within the context of the task
 - Compares the student’s own community with the target culture, including some supporting details and mostly relevant examples
 - Demonstrates some understanding of the target culture, despite minor inaccuracies
 - Organized presentation; some effective use of transitional elements or cohesive devices
 - 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 presentation, 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 Presentational Speaking

- Suitable treatment of topic within the context of the task
- Compares the student’s own community with the target culture, including a few supporting details and examples
- Demonstrates a basic understanding of the target culture, despite inaccuracies
- Some organization; limited use of transitional elements or cohesive devices
- 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 presentation 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 Presentational Speaking

- Unsuitable treatment of topic within the context of the task
 - Presents information about the student's own community and the target culture, but may not compare them; consists mostly of statements with no development
 - Demonstrates a limited understanding of the target culture; may include several inaccuracies
 - Limited organization; ineffective use of transitional elements or cohesive devices
 - 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 presentation
 - 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 Presentational Speaking

- Almost no treatment of topic within the context of the task
 - Presents information only about the student's own community or only about the target culture, and may not include examples
 - Demonstrates minimal understanding of the target culture; generally inaccurate
 - Little or no organization; absence of transitional elements and cohesive devices
 - 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 Presentational Speaking

- Mere restatement of language from the prompt
 - 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
 - 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 4: Cultural Comparison

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 presentational communicative mode by having students make a comparative oral presentation on a cultural topic. Students were allotted 4 minutes to read the topic and prepare the presentation and then 2 minutes to deliver the presentation. The response received a single holistic score based on how well it accomplished the assigned task. The presentation needed to compare the student's own community to an area of the Italian-speaking world, demonstrating understanding of cultural features of the Italian-speaking world. Furthermore, the presentation had to be organized clearly.

The course theme for the cultural comparison task was "*Identità privata e pubblica*." The task consisted of a question asking the students to discuss the importance of "*fare bella figura*" (making a good impression) in their community. In their oral presentations, students had to compare the topic in that context with the topic in an Italian context with which they are familiar.

Sample: 4A

Score: 5

Transcript of Student's Response

In Italia come negli Stati Uniti è molto importante fare una bella figura. Ma in negli Stati Uniti um molta gente esce um con nelle parti perifer alle città con pantaloncini pantaloni di per fare lo sport dunque non sempre escono e facciamo bella figura. Um in Italia quello è molto differente perché la gente molt quasi semp sempre esce um bella vestita. Fare um bella figura se è molto collegato a come la gente è vestita dunque. In classe abbiamo set studiato che l'Italia è molto influenzata dalla moda. E c'è la settimana della moda a a Milano. E dunque molta gente è influenzata da quello. Um è molto importante fare bella figura come ho detto prima nei due paesi um specialmente per trovare un lavoro sempre a casa a negli Stati Uniti siamo informati di non mettere tutt molto su Facebook e su um mass media così perché la gente vede sull'Internet che fa che hai fatto e può fare che non trovi un lavoro din dunque. Um se non fai una bella figura non puoi trovare lavoro e può essere un problema. Um molta gente negli Stati Uniti non .. im non importa tanto e come si vestono è più nelle città che la gente si veste meglio e si mettono quello che c'è la moda come come in Italia c'è il la settimana della moda a New York e dunque la gente è molto influenzata influenzata da quello. Um .. in .. in è molto importante anche per le scuole vederci belle, belle e ..

Commentary

This response demonstrates an effective treatment of the topic within the context of the task. The comparison between the student's country and Italy is clear and supported by relevant examples. "*Fare bella figura*" is important in both countries, but Americans and Italians may express "*bella figura*" differently. Because Italy is highly influenced by fashion, Italians dress well anytime they leave the house ("*la gente molt quasi semp sempre esce um bella vestita*"). This is not always true for people in the United States, where many people go out wearing sport shorts ("*molta gente esce ... con pantaloncini pantaloni di per fare lo sport*"). However, people may dress better in big cities like New York, which, similarly to Milan, hosts a fashion week ("*la settimana della moda*"). Nevertheless, "*fare bella figura*" is not limited to clothing but involves general behavior. For example, it is important not to post on Facebook everything that one does, because such behavior may make finding a job difficult ("*negli Stati Uniti siamo informati di non mettere tutt molto su Facebook e su um mass media così perché la gente vede sull'Internet che fa che hai fatto e può fare che non trovi un lavoro din dunque*"). The presentation is organized, and transitions and cohesive devices ("*dunque*"; "*come ho detto prima*") help the flow. The vocabulary is appropriate, and the use of grammar is generally accurate, with some errors that do not impede comprehensibility ("*facciano bella figura*"; "*esce um*");

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Task 4: Cultural Comparison (continued)

bella vestita"; "la gente si veste meglio e si mettono"). Clarification and self-correction are present ("pantaloni di per fare lo sport"; "la gente vede sull'Internet che fa che hai fatto").

Sample: 4B

Score: 3

Transcript of Student's Response

Nella sociaetà più importante .. fare una bella figura .. dovuto al fatto che iusjualmente la prima volta che incontra una persone è .. il modo in cui noi ti riconosciamo. In Italia la significanza um può può vedere nel linguaggio a un livello sampli semplice semplice scusi semplice. Quando parlare con insegnati anziani o um adulti iusa una tenza diversa, il lei, ma non esiste in inglise. Un altro esempio è il modo di vestirsi. Ataliani si presenta diversa dagli americani. Allora modo è un'arte è il modo in cui arppartegne rappresenta chi tu sei. Comiunque negli Stati Uniti è simile nel fatto che per colloquio noi um noi vestiamo moda più elegante da um la i vestiti che noi um vesstiamo oggi giono. Ma um ogni giorno italiani um um vestito in modo più elegante in paragona a agli americani. Um queste .. um dimostra la diff diff differenza um tra italiani e americani.

Commentary

The student talks about the difference between "fare bella figura" in Italy and in the United States, especially in relation to using appropriate language (register) and dressing well. Even if relevant examples are provided, limited control of grammar makes the presentation generally fair ("la prima volta che incontra una persone è .. il modo in cui noi ti riconosciamo"; "Quando parlare con insegnati anziani"; "Ma um ogni giorno Italiani um um vestito in modo più elegante"). The vocabulary is sometimes inappropriate ("significanza"; "tenza"; "modo" instead of "moda"), and errors may force interpretation.

Sample: 4C

Score: 1

Transcript of Student's Response

Il mio opinione della gente nella realtà in cui vivo quant riguardo all'importanza di fare bella figura è indifferente. Ma sappo molti giovani vuole una bella figura e ha una ossessione con la. Penso che i giovani negli Stati Uniti e in Italia [inhales] ha ha ha insieme. Um .. ho visto unaa .. giovane ragazza um [inhales] .. alla .. supermercato e .. lei .. um .. lei ha um.. allora only .. um .. io sono non ..um.. non .. faccio un confroto um fra la realtà che .. ho osservato um .. e in cui hai um vissuto fino a oggi e una re ..

Commentary

The response is an unsuccessful attempt to treat the topic within the context of the task. The student states that many young people in the United States and in Italy ("negli Stati Uniti e in Italia [inhales] ha ha ha insieme") are obsessed with "bella figura" but cannot elaborate at all. The student tries to support the statement by providing an example ("ho visto unaa .. giovane ragazza um ..") but cannot finish the sentence because of very few vocabulary resources. For this reason, and because of little control of grammar ("Ma sappo molti giovani vuole una bella figura e ha una ossessione con la. Penso che i giovani negli Stati Uniti e in Italia [inhales] ha ha ha insieme"), the student decides to merely restate the second part of the prompt in the last part of the presentation.