

AP[®] ITALIAN LANGUAGE AND CULTURE EXAM 2016 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 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 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

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- 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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2016 SCORING COMMENTARY

Task 4: Cultural Comparison

Note: Student samples are quoted verbatim and may contain grammatical errors. In the transcripts of students' speech quoted in 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 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 *Vita contemporanea*. The task consisted of a question that asked students what kinds of events or activities their community engages in for recreation or during free time. In their oral presentation, students had to treat the topic within the context of the task: they had to make a comparison between their own community and an Italian community with which they were familiar.

Sample: 4A

Score: 4

Transcription of Student Response

Salve, io vivo negli Stati Uniti a New Jersey ma ho visitato l'Italia molte volte e ho conosciuto le differenze tra .. dei momenti di re relax e tempo libero tra l'Italia e i Stati Uniti. Per esempio negli Stati Uniti dove abito io è vicino New York City e lavoro è molto stressante e non c'è molto tempo libero, son sei sempre al lavoro .. e per vacanza sei fortunata se .. um danno due settimane; um ma in Italia um nell'estate, specialmente al sud, hanno tempo durante il pomeriggio di rela di relax e chiudono i negozi per un paio di ore e hanno più giorni di vacanze, quasi quattro settimane all'anno. Hanno in Italia hanno più la mentalità di a domani mentre qui negli Stati Uniti um è più stressante il lavoro e quindi um c'è meno tempo per fare attività di relax, tempo libero perché hanno um più corto te il tempo per fare perché non hanno i giorni di vacanze come in Italia. Um per esempio in Italia fanno la settimane bianca o .. andare a fare un picnic per Pasquetta e andano e vanno al mare um hanno ferragosto cose um eventi così. [tone]

Commentary

The response presents a generally effective treatment of the topic within the context of the task. The response compares the student's own community (U.S.) with the Italian community and includes some supporting examples ("*negli Stati Uniti dove abito io è vicino New York City e lavoro è molto stressante e non c'è molto tempo libero, son sei sempre al lavoro; um ma in Italia um nell'estate, specialmente al sud, hanno tempo durante il pomeriggio di rela di re relax e chiudono i negozi per un paio di ore e hanno più giorni di vacanze*"). The response is organized, with some effective use of transitional elements ("*ma*"; "*Per esempio*"; "*quindi*"). It is fully understandable, even though it contains some errors, which do not impede comprehensibility. The vocabulary is generally appropriate. There is general control of grammar ("*ho visitato*"; "*ho conosciuto*"). Pronunciation, intonation, and pacing make the response mostly comprehensible; occasional errors do not impede comprehensibility. Self-corrections improve comprehensibility ("*e andano e vanno al mare*"). This response received a score of 4.

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Task 4: Cultural Comparison (continued)

Sample: 4B

Score: 3

Transcription of Student Response

Gli Stati Uniti è .. un luogo dove i sogni sono possibili, dove tu puos um .. posare relizzare nell' um attividà che ti piaccia, che ti piace specificamente; ci sono più libirtà per que questa tipa di attividà di relazione um di relazione. Um per esempio mi, il mi, en il mio .. logo, eh mio quartiere um di Poughkeepsie, ci sono molte cose che possa fa fare. Um uno si possa andare nel nel f fume, possa andare a ierar al al mall, a tutti di quelli qu questi cosi, ma vediamo che in Italia che che no ma non hanno i opportunità um come gli Stati Uniti; hanno altri cosi per rilassare, como como come possono andare andare al alla spiaggia [inaudible] .. um ca ogni ogni settimana ma gli s alcuni sta sta cittadini degli Stati Uniti non hanno ne se opzion. Um vediamo che per la geografia de Italia vediamo che hanno più opportunità per da disfruttare la natura, per di sfruttare gli um opportunità che che vengono con la natura. [tone]

Commentary

The response presents a suitable treatment of the topic within the context of the task. The comparison between the American and Italian cultures is supported by a few details and examples (“*mio quartiere um di Poughkeepsie, ci sono molte cose che possa fa fare. Um uno si possa andare nel nel f fume, possa andare a ierar al al mall*”; “*in Italia ... possono andare andare al alla spiaggia*”). The response is somewhat organized; the use of transitional elements is limited. The response is generally understandable, with errors that somewhat impede comprehensibility (“*alcuni sta sta cittadini degli Stati Uniti non hanno ne se opzion*”). The vocabulary is appropriate but basic (“*andare al alla spiaggia*”). This response received a score of 3.

Sample: 4C

Score: 1

Transcription of Student Response

I tipi di eventi o di attività sono visti come momenti di relax o tempo libero della realtà in cu io vivo è .. correre, andare al cinema e fare ciopping .. Mi piace correre molto poiché .. è molto rilassante, quando io corro .. io cento, mi cento felice .. Ma quando io fare ciopping io compro .. i pantaloni, i giacca e altre cose che mi piacciono molto. Quando io vado al cinema .. io vado con miei amici, i genitori o mio nonni. È molto divertente .. perché .. mi piace. [tone]

Commentary

The presentation provides almost no treatment of the topic within the context of the task. The response presents information only about the student’s own community and demonstrates no understanding of Italian culture. This response received a score of 1.