

2017

**AP**<sup>®</sup> CollegeBoard

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# AP Italian Language and Culture

## Sample Student Responses and Scoring Commentary

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# AP<sup>®</sup> ITALIAN LANGUAGE AND CULTURE

## 2017 SCORING GUIDELINES

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

#### Interpersonal Speaking: Conversation (Task 3)

##### **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

##### **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 most 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 is somewhat appropriate within the context of the task
- Provides most 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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## Identical to Scoring Guidelines used for French, German, and Spanish Language and Culture Exams

### **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

### **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

### **0: UNACCEPTABLE performance in Interpersonal Speaking**

- Mere restatement of language from the prompts
- Clearly does not respond to the prompts; completely irrelevant to the topic
- “I don’t know,” “I don’t understand,” or equivalent in English
- Clearly responds to the prompts in English

**NR (No Response): BLANK (no response although recording equipment is functioning)**

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## 2017 SCORING COMMENTARY

### Task 3: Conversation

**Note:** Student samples are quoted verbatim and may contain grammatical errors. In the transcripts of student speech quoted in commentaries, a three dot ellipsis indicates that the sample has been excerpted. Two dots indicate the student paused while speaking.

#### Overview

This task assessed speaking in the interpersonal communicative mode by having the student 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 *Vita contemporanea*. For this task students needed to respond to five audio prompts spoken by Carolina, an Italian exchange student who would spend a semester at the student's school.

The question assessed the students' performance in Interpersonal Speaking by engaging them in a series of exchanges on a familiar topic — school life — generated by Carolina's inquiries. The students had to interact with the interlocutor to produce language that appropriately responded to Carolina's questions. They were expected to understand Carolina's utterances by relying on familiar vocabulary or by using the context to infer the meaning of unfamiliar words. They needed to maintain the conversation in a culturally appropriate fashion consistent with the informal register. Moreover the conversation required students to perform a series of language functions — describe, give advice, state an opinion, express doubts — through simple, compound, and complex sentences and through the use of different time frames.

1. Carolina introduces herself and asks about the student's availability to assist her. The student had to respond by indicating availability.
2. Carolina asks the student about a typical school day. The student had to describe in detail a typical school day.
3. Carolina asks for details about the school's dress code. The student had to address the question by offering clarifications.
4. Carolina asks for advice on clubs and/or sports to participate in at school. The student had to offer suggestions on this subject.
5. Carolina asks about the possibility of her learning to drive during her stay. The student had to respond and express doubts.

#### Sample: 3A

**Score: 4**

#### Transcription of Student Response

1. *Ciao Carolina, sono Carolina anche, è un mondo piccolo! . . um Benvenuto . . um . . alla mia scuola . . sì, certo ho il tempo per te . . um . . come posso . . rispondere alle tue domanda?*

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## Task 3: Conversation (continued)

2. Allora . . . um le lezione sono molto difficile ma . . . anche . . . um sono uh divertenti perché . . . um ci sono tanti soggetti come la matematica e . . . um inglese, l'italiano.

3. Ah sì certo . . . um . . . e significa che se un studentess una studentessa che è speciale per . . . um la nostra scuola ehm . . . um i professori . . . um vorrebbero . . . um . . . incontrarti.

4. Um . . . ogio io gioco calcio e tennis e questi . . . um sports sono molto divertenti ma . . . um . . . ci sono tante squadre per te . . . um . . . quale sport . . . quale gli sport.

5. Sì, infatti posso . . . uh insegnarti . . . um . . . a guidare perché . . . um . . . ho imparato a guidare quando ero piccolo piccola . . . em posso insegnarti.

### Commentary

The student maintains the exchange with a series of responses that are generally appropriate within the context of the task. The student provides most required information (“sì, certo ho il tempo per te . . . um . . . come posso . . . rispondere alle tue domanda?”; “ci sono tanti soggetti come la matematica e . . . um inglese, l'italiano”; “ci sono tante squadre per te”) but does not finish addressing the interlocutor’s third question regarding the school’s dress code (“Ah sì certo . . . um . . . e significa che se un studentess una studentessa che è speciale per . . . um la nostra scuola”). There is appropriate vocabulary and idiomatic language (“è un mondo piccolo”) and general control of grammar. Pace is consistent. Intonation and pronunciation are good. Self-correction improves comprehensibility (“un studentess una studentessa”). This response earned a score of 4.

### Sample: 3B

Score: 3

### Transcription of Student Response

1. Sì, ho tempo per . . . um rispondermi all'alrtri domandi, perché tu . . . tu studierai per un semestre al mio lic . . . lèccio e . . . um . . . penso che è una buona aidia per tu studierai alla mia scuola.

2. Sì, . . . uh la mia scuola inizia sette e trente e finisca a due e trente, ho . . . um uh sei classe durante un giornata . . . uh normale prima . . . uh . . . inizia con con matimatica e fisica.

3. Um la . . . la moda nella mia clas . . . mia scuola è . . . è tipica per una una licio negli Stati Uniti um gli studi . . . uh gli studente um . . . mettano um i jean um . . . le le vestiti casuali.

4. Ah fatto molti sport, fatto uh cross country e track um . . . e anche i club di National Honor Society e un club di italiano e la lingua italiano è un club alla mia scuola dopo . . .

5. Sì, è possibile per tu insegnare e imparare alla mia scuola perché è un possibilità per tutti i studenti, um anche tu . . . tu insegnare al club dopo la scuola or prima la scuola e . . . tu sì è una possibili . . .

### Commentary

The student understands the gist of the conversation and maintains the exchange with responses that are somewhat appropriate within the context of the task (“Sì, ho tempo per . . . um rispondermi all'alrtri domandi”; “Um la . . . la moda nella mia clas . . . mia scuola”; “Sì, è possibile per tu insegnare e imparare alla mia scuola”) but shows basic vocabulary (“lèccio”; “aidia”; “sei classe”). There is only some control of grammar (“tu studierai alla mia scuola”). The response earned a score of 3.

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2017 SCORING COMMENTARY**

**Task 3: Conversation (continued)**

**Sample: 3C**

**Score: 1**

**Transcription of Student Response**

1. *Ciao . . io . .* mumbling in English.

2. *Le . . eh in mia scuola le lezione . . eh . . molto importante . .* mumbling in English.

3. . . *Il significa . . come è . .* mumbling in English.

4. *Io mi interessi nel un club di pallacanestro perché io mio molto piacere . . um . . giocare . . giocare . . ball . . e . . ho . . e . .*

5. *Sì, è molto possibile perché . . molto . . la scuola . . la scuola ha molto . . ha molto attività . . laughs . . ha molto . . mumbles . . ha molto attività . . per . . per aiuta molte persone.*

**Commentary**

The student unsuccessfully attempts to maintain the exchange with responses that are inappropriate within the context of the task (“*Il significa . . come è*”; “*Sì, è molto possibile perché . . molto . . la scuola . . la scuola ha molto . . ha molto attività . . per aiuta molte persone*”) and provides little required information. The response shows few vocabulary resources and no control of grammar and syntax. It is barely understandable, with significant errors that impede comprehensibility. The response earned a score of 1.