
AP Italian Language and Culture

Sample Student Responses and Scoring Commentary

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AP[®] ITALIAN LANGUAGE AND CULTURE

2017 SCORING GUIDELINES

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

Interpersonal Writing: E-mail Reply (Task 1)

5: STRONG performance in Interpersonal Writing

- Maintains the exchange with a response that is clearly appropriate within the context of the task
- Provides required information (responses to questions, request for details) 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 situation; control of cultural conventions appropriate for formal correspondence (e.g., greeting, closing), despite occasional errors
- Variety of simple and compound sentences, and some complex sentences

4: GOOD performance in Interpersonal Writing

- Maintains the exchange with a response that is generally appropriate within the context of the task
- Provides most required information (responses to questions, request for details) 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 situation, except for occasional shifts; basic control of cultural conventions appropriate for formal correspondence (e.g., greeting, closing)
- Simple, compound, and a few complex sentences

3: FAIR performance in Interpersonal Writing

- Maintains the exchange with a response that is somewhat appropriate but basic within the context of the task
- Provides most required information (responses to questions, request for details)
- 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 situation with several shifts; partial control of conventions for formal correspondence (e.g., greeting, closing), although these may lack cultural appropriateness
- Simple and a few compound sentences

2: WEAK performance in Interpersonal Writing

- Partially maintains the exchange with a response that is minimally appropriate within the context of the task
- Provides some required information (responses to questions, request for details)
- Partially understandable with errors that force interpretation and cause confusion for the reader
- Limited vocabulary and idiomatic language
- Limited control of grammar, syntax, and usage
- Use of register is generally inappropriate for the situation; includes some conventions for formal correspondence (e.g., greeting, closing) with inaccuracies
- Simple sentences and phrases

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

1: POOR performance in Interpersonal Writing

- Unsuccessfully attempts to maintain the exchange by providing a response that is inappropriate within the context of the task
- Provides little required information (responses to questions, request for details)
- 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; includes significantly inaccurate or no conventions for formal correspondence (e.g., greeting, closing)
- Very simple sentences or fragments

0: UNACCEPTABLE performance in Interpersonal Writing

- Mere restatement of language from the stimulus
- Completely irrelevant to the stimulus
- “I don’t know,” “I don’t understand,” or equivalent in any language
- Not in the language of the exam

- (hyphen): **BLANK (no response)**

1 1 1 1 1 1 1 1 1 1 1 1 1 1 1

Gentile Signor Varone,

Grazie per la sua risposta. Mi piace moltissimo la sua programma e la assistenza che provide alle famiglie.

Ho esperienza ~~tot~~ in lavoro con i bambini e quindi, preferisco

fare volontariato con i bambini. ~~Sono~~

Per rispondere alla sua seconda domanda,

sono interessata alle attività sportive di

piu perché al mio liceo, io gioco

basket e calcio. Vorrei aiutare la

vostra organizzazione durante i tornei di

calcetto e pallavolo se possibile. Potresti

dimmi quando ^{e dove} si svolgono questi tornei?

Anche, ~~sarà~~ il tempo di ~~volontariato~~ ^{volontariato}

sarà flessibile? Io devo frequentare scuole

durante il giorno ma sono libera

dopo quattro di pomeriggio.

Grazie ancora per il tempo dedicatomi,

Cordiali Saluti,

IA

1 1 1 1 1 1 1 1 1 1 1 1 1 1 1

Egregio Signor ~~o~~ Varone,

La grazie molto per la sua risposta ~~del~~ riguardano le stage presso il Centro per le Famiglie. ~~Il~~ ^{io} preferisco lavorare con i bambini perche mi piace ~~le~~ le sue energia positivi. Anche, loro sempre belle. L'attività in particolare che ^{mi} interessa e pallavolo. Questo attività e molto divertirsi e buona per i bambini. Quanti bambini ci sara? Grazie molto per ~~il~~ suo tempo, ~~amvedena~~ amvedena.

Distinti saluti,

IB

Do Not Write Beyond This Border

Do Not Write Beyond This Border

1 1 1 1 1 1 1 1 1 1 1 1 1 1

Ciao, Daniela Varano

Io sono grazie per le nostre attività di volontariato. Per la prima volta, questo scopo è offriamo anche corsi sull'uso delle nuove tecnologie. Da vorrei giovani e adulti.

Sinceramente,



1C

Do Not Write Beyond This Border

Do Not Write Beyond This Border

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Task 1: E-mail Reply

Note: Student samples are quoted verbatim and may contain grammatical errors.

Overview

This task assessed writing in the interpersonal communicative mode by having the student write a reply to an e-mail message. Students were allotted 15 minutes to read the message and write the reply. The response received a single, holistic score based on how well it accomplished the assigned task. Students needed to be able, first, to comprehend the e-mail, and then to write a reply using a formal form of address. The reply must address all the questions and requests raised in the message, as well as ask for more details about something mentioned in the message.

The question assessed the students' performance in Interpersonal Writing by engaging them in a series of exchanges on a familiar topic within the course theme *Famiglia e società*. Content and context were provided by the e-mail from Danilo Varone, an employee at the Family Center in Turin. The e-mail offered students a summer internship where they could volunteer for both educational and recreational activities designed for children, youth, adults, and the elderly. Students were expected to produce language that used a variety of grammar structures and vocabulary appropriate to the context. They had to give information about themselves by answering questions that asked them to express opinions or preferences regarding the age of people they wanted to work with and the type of activities they were interested in. In addition, they had to demonstrate the ability to ask questions by asking for further information about something mentioned in the message.

In this question, content and skills were strictly interwoven, and the task ultimately assessed what students could do with the language in a specific context.

Sample: 1A

Score: 5

The response is clearly appropriate and demonstrates a strong performance in Interpersonal Writing. It provides all the required information and presents frequent elaboration (*"Ho esperienza in lavoro con i bambini e quindi, preferisco fare volontariato con i bambini"*; *"Per rispondere alla sua seconda domanda, sono interessata alle attività sportive di più perché al mio liceo, io gioco basket e calcio"*). The response is fully understandable; occasional errors do not impede comprehensibility (*"Mi piace moltissimo la sua programma e la assistenza che provide alle famiglie"*; *"Potresti dimmi quando e dove si svolgono questi tornei?"*). The student shows accuracy and variety in grammar, syntax, and usage (*"Vorrei aiutare la vostra organizzazione durante i tornei di calcetto e pallavolo se possibile"*; *"Grazie ancora per il tempo dedicatomi"*). The use of register is mostly consistent, and cultural conventions are appropriate for formal correspondence. The response uses a mix of simple, compound, and complex sentences. This response received a score of 5.

Sample: 1B

Score: 3

The response demonstrates a fair performance in Interpersonal Writing. It is somewhat appropriate but basic within the context of the task. It provides most required information by using simple and a few compound sentences that demonstrate some control of grammar and basic vocabulary (*"Te preferisco lavorare con i bambini perche mi piace le sue energia positivi"*; *"L'attivita in particolarmente che mi interessa e pallavolo"*). The response is generally understandable; however, there are some errors that may impede comprehensibility (*"La grazie molto per la suo risposto"*; *"Anche, loro sempre belle"*; *"Questo attiveta e molto divertarsi e buona per i bambini"*). The register shows partial control of conventions for formal correspondence (*"La grazie molto"*). This response received a score of 3.

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2017 SCORING COMMENTARY**

Task 1: E-mail Reply (continued)

Sample: 1C

Score: 1

This response demonstrates a poor performance in Interpersonal Writing. The student unsuccessfully attempts to maintain the exchange with very few vocabulary resources and little control of grammar, syntax, and usage (“*Io sono grazie*”; “*Io vorrei giovani e adulti*”). The response shows minimal attention to register (“*Ciao, Danilo Varone*”) and includes an inappropriate closing (“*Sinceramente*”). This response received a score of 1.