

AP® WORLD LANGUAGE AND CULTURE EXAMS
2012 SCORING GUIDELINES

Interpersonal Writing: E-mail Reply

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 (e.g., 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
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4: GOOD performance in Interpersonal Writing

- Maintains the exchange with a response that is generally appropriate within the context of the task
 - Provides required information (e.g., responses to questions, request for details) 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 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
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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 required information (e.g., 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
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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 (e.g., 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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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 (e.g., 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
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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
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- (hyphen): **BLANK (no response)**

Egregio Direttore,

Vi ringrazio per la Sua risposta. Ho Fatto un po' di ricerca e veramente penso che quest'opportunità è meravigliosa! Infatti, ho tre sorelle e due fratelli, dunque ho sempre condiviso in spazi limitati. Io sono una persona tranquilla, amichevole, e soprattutto organizzata. Se devo stare in una camera da solo o con altre persone non ho nessun problema. Per la maggior parte, mi piace stare con altre persone perchè noi possiamo godere di un bel giorno insieme. ~~all'ora~~ Nei momenti di relax, io ~~so~~ posso proporre molte attività al gruppo come ascoltare la musica, ballare, fare una passeggiata vicino al mare, o fare qualsiasi attività all'aria aperta come il pallavolo o il calcio. Inoltre, spero ~~che questa~~ questi corsi di vela saranno indimenticabili e meravigliosi. Non vedo l'ora di andare all'isola di Elba, imparare un nuovo sport, e conoscere altri adolescenti come me. Ho due domande:

-Mi potrebbe dare informazioni del Parco Nazionale dell'Arcipelago Toscano?

-Vorrei sapere come posso arrivare a quest' posto?

Cordiali saluti,
 studente di AP

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NEXT PAGE.

Do Not Write Beyond This Border

Do Not Write Beyond This Border

Caro Tarroni,

Io in grazia per la sua risposta dell'email. Io ricevo il messaggio e ho capito la sua richiesta. Io conosco la sua scuola di vela è bellissimo e buona per adolescenti. Io penso che io frequenterebbe i corsi che sono offriamo nella scuola. Io preferisco specializzare ~~per~~ i corsi di arte e sport. Mi piace le camere da 4/6 letti e ma ~~una~~ ho un domanda. Come è il bagno? È piccolo o grande? È pubblico? Ci sono molti attività io potrebbe proporre, per esempio la gioca di calcio, ^{nuotano} ~~Acquistare~~, e ~~fare~~ ^{fanno} ~~facciano~~ un dipinto. Sto bene con spazi limitati, non è un problema per me. Grazie

* Molto Grazie per la ~~la~~ sua risposta. Io vorrei conoscere il costo di corsi.

Sincerato,

I B

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Caro Gianni Taroni

Grazie per la tua risposta! Credo che i corsi di vela per adolescenti possa aiutarvi a capire questa tecnica. Quando ho momenti di relax mi piace giocare gli sport o correre. Sono molto bene con altre persone. Le caratteristiche che io potrei per poter alla tavola sono molti. Ero una doppio storia "re" alla mia ragazza, e mi volte sono tutti B+ o migliore. Nella scienze ^{può} ~~non~~ ~~potrei~~ ~~correre~~ con il vento!

Grazie Direttore

1c

Do Not Write Beyond This Border

Do Not Write

AP[®] ITALIAN LANGUAGE AND CULTURE 2012 SCORING COMMENTARY

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 students 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 had to address all the questions and requests raised in the message, as well as ask for more details about something mentioned in the message.

The course theme for the E-mail Reply task was *Vita contemporanea*, and the task required students to use the formal register to respond to two questions from the director of a summer school for adolescents. Students answered two questions: (1) What qualities do you possess that will allow you to share limited living quarters? and (2) What activities can you propose to the group during periods of relaxation? Finally, students had to ask for details about some aspect contained in the original e-mail.

Sample: 1A

Score: 5

This clearly appropriate response provides elaborated required information and is fully understandable. The response shows ease and clarity of expression and good use of transitional elements (*“Infatti”; “dunque”; “Per la maggior parte”; “Inoltre”*). Minor occasional errors do not impede comprehensibility (*“ho sempre condiviso”; “imprare”; “quest’posto”*). Vocabulary and idiomatic language are varied and appropriate (*“Non vedo l’ora”*). Accuracy and variety characterize the grammar, syntax, and usage. The response maintains consistent use of appropriate register (with one exception, *“Vi ringrazio per la Sua risposta”*) and demonstrates control of cultural conventions suited to formal correspondence (*“Egregio Direttore”; “cordiali saluti”*). Sentences range from simple to complex. Overall the response demonstrates a strong performance.

Sample: 1B

Score: 3

This somewhat appropriate response provides all the required information in simple sentences (*“Ci sono molti attività io potrebbe proporre”; “sto bene con spazi limitati”; “Io vorrei conoscere il costo”*). It is generally understandable, with errors that may impede comprehensibility (*“Io conosco la sua scuola di vela è bellissimo e buona”; “i corsi che sono offriamo nella scuola”*). Vocabulary and idiomatic language are appropriate but basic. The use of formal register is consistent throughout. The student demonstrates some control of grammar, syntax, and usage. Overall the response demonstrates a fair performance.

Sample: 1C

Score: 1

This unsuccessful attempt to maintain the exchange provides a response that is inappropriate within the context of the task. The student provides only one element of required information (*“Quando ho momenti di relax, mi piace giocare gli sport o correre”*). The response is barely understandable and has frequent errors that impede comprehensibility (*“Ero una doppia storia ‘re’ alla mia scuola”*). Vocabulary resources and control of grammar, syntax, and usage are very limited (*“mi volte sono tutti B+ migliore”; “c’è non*

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Task 1: E-mail Reply (continued)

migliore studente”). The example of formal register is correct. Overall the response demonstrates a poor performance.