

AP[®] ITALIAN LANGUAGE AND CULTURE

2013 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
-

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 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 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
-

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

AP[®] ITALIAN LANGUAGE AND CULTURE

2013 SCORING GUIDELINES

Interpersonal Writing: E-mail Reply (continued)

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
-

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 the equivalent in any language
 - Not in the language of the exam
-

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

1A

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

Do Not Write Beyond This Border

Do Not Write Beyond This Border

Egregia Signora Veronesi,
 Grazia per la Sua email. Mi chiamo
 è sono il presidente
 del club. Il nome del club liceale
 è ~~Cultura Italiana~~ ^{Storia dell'Arte}. Noi ~~voriamo~~ ^{abbiamo deciso} a visitare
 i Musei Vaticani perché abbiamo
 studiato dell'arte di alcune artisti
 come Leonardo da Vinci e Botticelli. Sentiamo
 che sia necessario di visitare i musei
 per vedere quello che abbiamo studiato
 nella classe. Penso che dobbiamo essere
 a Roma per dieci giorni al fine
 dell'agosto. Secondo Lei, che parti dei
 musei sono i più interessanti? Secondo me,
 tre giorni a i Musei Vaticani sono utile
 a per vedere tutto. ~~che~~ ~~vo~~
 Ringrazio a Lei per tutto!
 Distinti saluti,

Presidente
~~Cultura Italiana~~
 Storia dell'Arte

AP[®] ITALIAN LANGUAGE AND CULTURE 2013 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 *Bellezza ed estetica*, and it required students to use the formal register to respond to two questions from an employee of the Vatican Museums about their school club's future visit. Students answered two questions: (1) Why did your club decide to visit the Vatican Museums? and (2) When and how long do you plan to be at the Museums? Finally, the students had to ask for details about some information contained in the original email.

Sample: 1A

Score: 5

This response demonstrates a strong performance in interpersonal writing. This clearly appropriate response provides the required information with elaboration and includes a request for details. It is fully understandable, with occasional errors that do not impede comprehensibility ("*Grazia*"; "*abbiamo deciso a visitare*"; "*alcune artisiti*"). There is generally appropriate vocabulary and accuracy in grammar ("*Sentiamo che sia necessario*"; "*vedere quello che abbiamo studiato*"). The student maintains a consistent use of register ("*Secondo Lei*"; "*per la Sua email*") and demonstrates control of cultural conventions suited to formal correspondence ("*Egregia*"; "*Distinti saluti*"). Sentences range from simple to complex. This response earned a score of 5.

Sample: 1B

Score: 3

This response demonstrates a fair performance in interpersonal writing. This somewhat appropriate response provides all the required information in sentences that, though generally understandable, contain errors that impede comprehensibility ("*Il Musei Vatican e molto famoso per l'arte e le fresci grandi, per esempio la fresca di Raphael si chiama La Scuola Atena*"; "*non e sorpresa perche molte persone andrai per òl Papa*"; "*Vorrei visto al 20 agosto quando non e caldo e non è molto turismo*"). Vocabulary is limited, as is control of grammar. The register is consistently appropriate, and sentences range from simple to compound. This response earned a score of 3.

Sample: 1C

Score: 1

This response demonstrates a poor performance in interpersonal writing. This minimally appropriate response, with frequent interference from English, provides some required information. Frequent and significant errors impede comprehensibility ("*Io visitare i nostri Musei*"; "*Io hope to have con bellissimo tempo*"). The student shows very few vocabulary resources and has little control of grammar, syntax, and usage. There is some attention given to register, but the conventions of formal correspondence are largely used inaccurately ("*Egregia*"; "*sincremente*"). This response merited a score of 1.