AP[®] ITALIAN LANGUAGE AND CULTURE 2013 SCORING GUIDELINES

Presentational Writing: Persuasive Essay

5: STRONG performance in Presentational Writing

- Effective treatment of the topic within the context of the task
- Demonstrates a high degree of comprehension of the sources' viewpoints with very few minor inaccuracies
- Integrates content from all three sources in support of the argument
- Presents and defends the student's own viewpoint on the topic with a high degree of clarity; develops a persuasive argument with coherence and detail
- Organized essay; 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
- Develops paragraph-length discourse with a variety of simple and compound sentences, and some complex sentences

4: GOOD performance in Presentational Writing

- Generally effective treatment of the topic within the context of the task
- Demonstrates comprehension of the sources' viewpoints; may include a few inaccuracies
- Summarizes, with limited integration, content from all three sources in support of the argument
- Presents and defends the student's own viewpoint on the topic with clarity; develops a persuasive argument with coherence
- Organized essay; 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
- Develops mostly paragraph-length discourse with simple, compound, and a few complex sentences

3: FAIR performance in Presentational Writing

- Suitable treatment of the topic within the context of the task
- Demonstrates a moderate degree of comprehension of the sources' viewpoints; includes some inaccuracies
- Summarizes content from at least two sources in support of the argument
- Presents and defends the student's own viewpoint on the topic; develops a somewhat persuasive argument with some coherence
- 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
- Uses strings of mostly simple sentences, with a few compound sentences

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Presentational Writing: Persuasive Essay (continued)

2: WEAK performance in Presentational Writing

- Unsuitable treatment of the topic within the context of the task
- Demonstrates a low degree of comprehension of the sources' viewpoints; information may be limited or inaccurate
- Summarizes content from one or two sources; may not support the argument
- Presents, or at least suggests, the student's own viewpoint on the topic; develops an unpersuasive argument somewhat incoherently
- Limited organization; ineffective use of transitional elements or cohesive devices
- 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
- Uses strings of simple sentences and phrases

1: POOR performance in Presentational Writing

- Almost no treatment of the topic within the context of the task
- Demonstrates poor comprehension of the sources' viewpoints; includes frequent and significant inaccuracies
- Mostly repeats statements from sources or may not refer to any sources
- Minimally suggests the student's own viewpoint on the topic; argument is undeveloped or incoherent
- 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
- Very simple sentences or fragments

0: UNACCEPTABLE performance in Presentational Writing

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

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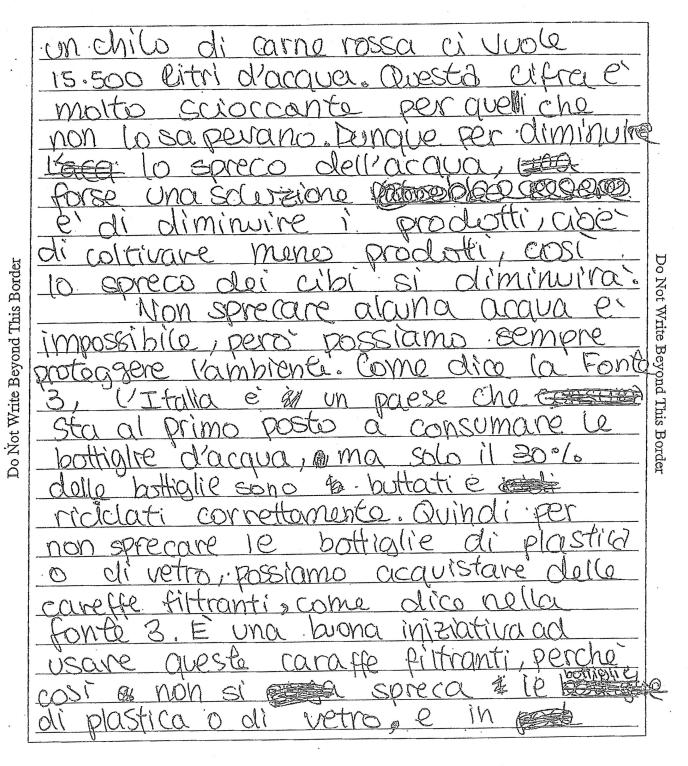
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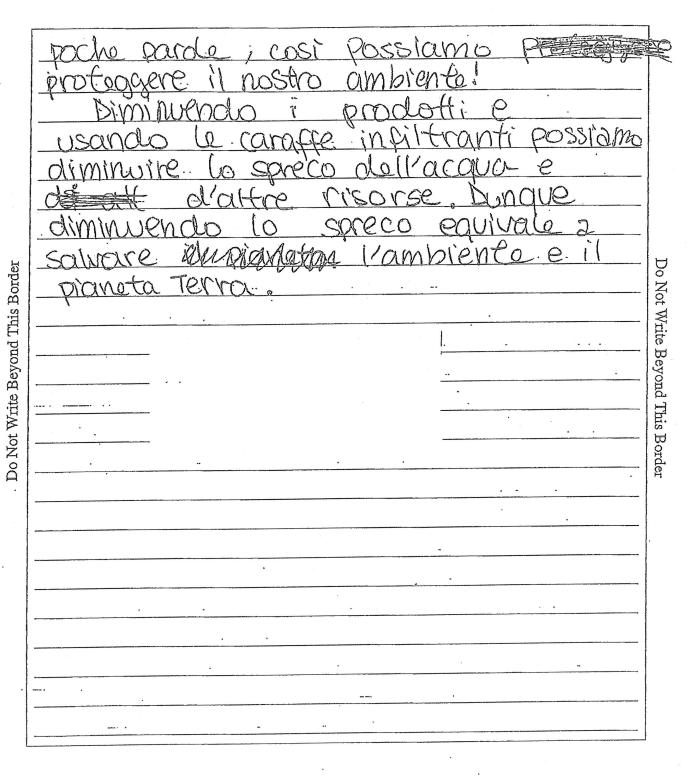
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AP[®] ITALIAN LANGUAGE AND CULTURE 2013 SCORING COMMENTARY

Task 2: Persuasive Essay

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

Overview

This task assessed writing in the presentational communicative mode by having students write a persuasive essay on a given topic while referencing three sources of information about the topic. Students were first allotted 6 minutes to read the essay topic and the two printed sources. Then they listened to the one audio source. Afterward, they had 40 minutes to write the essay. 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 three sources and then to present their different viewpoints. They also had to present their own viewpoint and defend it thoroughly, using information from all the sources to support the essay. As they referred to the sources, they needed to identify them appropriately. Furthermore, the essay had to be organized into clear paragraphs.

The course theme for the Persuasive Essay task was *Sfide globali*, and the task concerned the waste of water and other natural resources. It presented a written text about the vast amount of water necessary to produce various foods. It contained a graph with data about both the amount of water necessary to produce various goods and the daily per capita use of water in Italy as compared to underdeveloped countries. Finally, an audio text presented some solutions aimed at reducing waste and pollution caused by the preference in Italy for bottled mineral water.

Sample: 2A Score: 5

The student demonstrates a high degree of comprehension of the sources' viewpoints ("si consuma tantissima acqua per ogni tipo di uso, come coltivare la frutta, la verdura, crescere animali, ecc ..."; "eventualmente questi cibi vengono sprecati e buttati via"; "per produrre un chilo di carne rossa ci vuole 15.500 litri d'acqua"; "Quindi per non sprecare le bottiglie di plastica o di vetro, possiamo acquistare delle careffe filtranti"). The student also presents and defends his or her own viewpoint on the topic with a high degree of clarity, therefore developing a persuasive argument with coherence ("Questa cifra è molto scioccante per quelli che non lo sapevano. Dunque per diminuire lo spreco dell'acqua, forse una soluzione è di diminuire i prodotti, così lo spreco dei cibi si diminuirà"; "in poche parole, così possiamo proteggere il nostro ambiente"). The essay is organized, has a variety of appropriate vocabulary, and contains effective use of transitional elements or cohesive devices ("Per questi motivi"; "eventualmente"; "Quindi"; "Per esempio"; "questo vuol dire"; "Dunque"; "però"; "Come dice"; "ma"). The student develops paragraph-length discourse that is fully understandable; however, there are a few errors in grammar and syntax ("Ogni paese potrebbe sprecare dei cibi o dei prodotti"; "L'acqua viene usata per coltivare cibi, ma la gente alla fine buttano via tutti questi cibi"; "Un altro esempio, nella fonte 2, la tabella indica che per produrre un chilo di carne rossa ci vuole 15.500 litri d'acqua"; "Non sprecare alcuna acqua è impossibile, però possiamo sempre proteggere l'ambiente"; "solo il 30% delle bottiglie sono buttati e riciclati correttamente").

Sample: 2B Score: 3

The student demonstrates a moderate degree of comprehension of the sources' viewpoints with some inaccuracies and misinterpretations of sources #1 and #3 ("Invece usano molto acqua, potreste meno acqua o meno bistecca"; "fonte numero uno dice che permette a tutti di bere, non è più vera"; "Italia produce oltre nove milione bottiglia di plastica"; "Italia usano tra sessanta e sessantacinque litri d'acqua

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Task 2: Persuasive Essay (continued)

pubblica"). The student presents and defends his or her own viewpoint and develops a somewhat persuasive argument with some coherence ("Per salvaguardare l'acqua, le persone potrebbero meno tempo fare la doccia, lavarsi i denti e lavare i piatti"; "Se fossi un ambientalista, pulirei le strade e le spiagge"; "io comprerei una bicicletta"). The essay is organized and generally understandable ("Ci sono un sacco di cose per salvaguardare l'ambiente e l'acqua alla pianeta"; "Invece, molte persone potrebbero salvaguardare l'acqua a guidano al lavoro insieme"; "Anche, potrebbero andare in bicicletta invece andare al macchina"; "Italia avrei bisogno di non usano l'acqua per tutti giorni"). The student uses appropriate but basic vocabulary and has some control of grammar, syntax, and usage ("Anche, potrebbero andare in bicicletta"; "Per salvaguardare l'acqua, le persone potrebbero"; "Roberto Cavallo dice che solo Italia produce oltre nove milione bottiglia di plastica"; "Se fossi un ambientalista, pulirei le strade e le spiagge").

Sample: 2C Score: 1

This response demonstrates poor comprehension of the three sources, therefore there is almost no treatment of the topic within the context of the task ("Questa e molto soldi per uno aqua. E costa meno in oltre regioni"; "Per il consumo indrico giornaliero piu capite litri, e 186 in Italia e ogni 20 in paesi in via di sviluppo"; "Ma Io penso che ci sono molto l'acqu e aiutare l'ambiente"). The essay is barely understandable, has little organization, very few vocabulary resources, and an undeveloped argument ("Ma, in Fonte Numero 2, ci sono volume di acqua dolce consumata per produre litri"; "Tutti acqua meno di Fonte Numero 1"; "Una volta, molto l'acqua aiutano di frutti, l'acqua otto fitta, copa futante, molto facile, e molto guessata"). The student has no control of grammar, syntax, and usage ("Io ho metto litri d'acqua per una sola bistecca"; "ci sono bella fiorentina al sangue"; "Molto differenzati!"; "Io penso che l'acqua non molti soldi"; "Una volta, molto l'acqua aiutano di frutti"; "E molto possible e aiutare l'ambiente").