

AP[®] ITALIAN LANGUAGE AND CULTURE EXAM 2015 SCORING GUIDELINES

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

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 (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 most required information (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 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
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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 (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 (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)**

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* e lei è una parte importante nella mia vita.

Do Not Write Beyond This Border

Do Not Write Beyond This Border

Egregio Signor Costa,

Grazie per la Sua risposta.

Ci sono quattro persone nella mia famiglia. Noi preferiamo molti tipi di programmi TV. Preferiamo i programmi di scienza, i programmi di comedia, e i programmi dello sport. Siamo interessati nei servizi di Internet.

Voglio sapere che quanto costa la Sua servizio.

Distinti saluti,

Do Not Write Beyond This Border

Do Not Write Beyond This Border

Caro Pierluigi Costa,

E' non e' problem. Mi piace questo servizie. I miei programmi preferito e le programme per la famiglia, action, ed avventura. Altri servizi interessante sono videogiochi e la televisione. Che il tuo preferito programma?

Cordiali saluti,

Do Not Write Beyond This Border

Do Not Write Beyond This Border

AP[®] ITALIAN LANGUAGE AND CULTURE 2015 SCORING COMMENTARY

Task 1: E-mail Reply

Note: Students' responses are quoted verbatim and may contain grammatical errors.

Overview

This task assessed writing in the interpersonal communicative mode by having students 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 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 "*Scienza e tecnologia*." The task required students to use the formal register to respond to two questions from Pierluigi Costa, Customer Services representative at Canale 7, about the students' interest in subscribing to the Canale 7 TV programming and services during their stay in Italy. Students needed to answer two questions: (1) How many people are in your family, and what kinds of TV programs do you like? and (2) What other services are you interested in? Finally, the students had to ask for further details about something mentioned in the original e-mail.

Sample: 1A

Score: 5

This clearly appropriate response demonstrates a strong performance in interpersonal writing. It provides the required information with frequent elaboration ("*Ci sono solo tre membri in mia famiglia ... vorrei invitare mia zia perche mia zia vive con noi e lei è una parte importante nella mia vita!*"; "*Mio padre preferisce i programmi della storia ... che noia!*"). It is fully understandable, and occasional errors do not impede comprehensibility ("*per io*"; "*Io e mia mamma preferiamo i stessi tipi di programmi*"; "*Altri servizi che siamo interessati*"). The student shows accuracy and variety in grammar, syntax, and usage, and occasional errors do not impede comprehensibility ("*Penso che un'abbonamento al loro servizio sia un buon opportunità*"). There is consistent use of register and control of cultural conventions appropriate for formal correspondence. The response uses a mix of simple, compound, and complex sentences.

Sample: 1B

Score: 3

This response demonstrates a fair performance in interpersonal writing with a response that is appropriate but basic ("*Grazie per la Sua risposta*"; "*Ci sono quattro persone nella mia famiglia*"; "*Voglio sapere che quanto costa la Sua servizi*"). The response provides most required information in simple sentences that, though understandable, contain errors ("*quattro persone*"; "*Siamo interessati nel servizi di Internet*"; "*la Sua servizi*"). There is demonstrable control of conventions for formal correspondence ("*Egregio Signor Costa*"; "*Distinti saluti*").

Sample: 1C

Score: 1

This response demonstrates a poor performance in interpersonal writing. The student shows very few vocabulary resources and little control of grammar, syntax, and usage ("*È non è problem*"; "*Mi piace questo servize*"; "*I miei programmi preferito e le programme*"; "*Altri servizi interessante*"). The response includes significantly inaccurate conventions for formal correspondence ("*Che il tuo preferito programma?*").