AP® ITALIAN LANGUAGE AND CULTURE EXAM
2016 SCORING GUIDELINES

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

Interpersonal Speaking: Conversation

5: STRONG performance in Interpersonal Speaking

- Maintains the exchange with a series of responses that is clearly appropriate within the context of the task
- Provides required information (e.g., responses to questions, statement and support of opinion) 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 conversation
- Pronunciation, intonation, and pacing make the response comprehensible; errors do not impede comprehensibility
- Clarification or self-correction (if present) improves comprehensibility

4: GOOD performance in Interpersonal Speaking

- Maintains the exchange with a series of responses that is generally appropriate within the context of the task
- Provides required information (e.g., responses to questions, statement and support of opinion) 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 conversation, except for occasional shifts
- Pronunciation, intonation, and pacing make the response mostly comprehensible; errors do not impede comprehensibility
- Clarification or self-correction (if present) usually improves comprehensibility

3: FAIR performance in Interpersonal Speaking

- Maintains the exchange with a series of responses that is somewhat appropriate within the context of the task
- Provides required information (e.g., responses to questions, statement and support of opinion)
- 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 conversation with several shifts
- Pronunciation, intonation, and pacing make the response generally comprehensible; errors occasionally impede comprehensibility
- Clarification or self-correction (if present) sometimes improves comprehensibility

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2: WEAK performance in Interpersonal Speaking
- Partially maintains the exchange with a series of responses that is minimally appropriate within the context of the task
- Provides some required information (e.g., responses to questions, statement and support of opinion)
- Partially understandable, with errors that force interpretation and cause confusion for the listener
- Limited vocabulary and idiomatic language
- Limited control of grammar, syntax, and usage
- Use of register is generally inappropriate for the conversation
- Pronunciation, intonation, and pacing make the response difficult to comprehend at times; errors impede comprehensibility
- Clarification or self-correction (if present) usually does not improve comprehensibility

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1: POOR performance in Interpersonal Speaking
- Unsuccessfully attempts to maintain the exchange by providing a series of responses that is inappropriate within the context of the task
- Provides little required information (e.g., responses to questions, statement and support of opinion)
- 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
- Pronunciation, intonation, and pacing make the response difficult to comprehend; errors impede comprehensibility
- Clarification or self-correction (if present) does not improve comprehensibility

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0: UNACCEPTABLE performance in Interpersonal Speaking
- Mere restatement of language from the prompts
- Clearly does not respond to the prompts
- "I don't know," "I don't understand," or equivalent in any language
- Not in the language of the exam

- (hyphen): BLANK (no response although recording equipment is functioning)

AP® ITALIAN LANGUAGE AND CULTURE
2016 SCORING COMMENTARY

Task 3: Conversation

Note: Student samples are quoted verbatim and may contain grammatical errors. In the transcripts of students' speech quoted in commentaries, a three dot ellipsis indicates that the sample has been excerpted. Two dots indicate that the student paused while speaking.

Overview

This task assessed speaking in the interpersonal communicative mode by having students respond as part of a simulated oral conversation. Students were first allotted 1 minute to read a preview of the conversation, including an outline of each turn in the conversation. The conversation proceeded and included 20 seconds for students to speak at each of five turns in the conversation. The series of five responses received a single, holistic score based on how well it accomplished the assigned task. The responses had to appropriately address each turn in the conversation, according to the outline and the simulated interlocutor's utterance.

The course theme for the conversation task was *Bellezza ed estetica*. For this task students needed to respond to five audio prompts spoken by Ilaria, a classmate who would like to go to the museum with the student to see a Modigliani exhibit.
1. Ilaria asks if the student has heard about the Modigliani exhibit and if the student would like to go to it with her. The student had to accept while stating a problem.
2. Ilaria asks what the better solution for the student would be. The student had to make a suggestion.
3. Ilaria asks if they should invite someone else. The student had to respond affirmatively and offer suggestions.
4. Ilaria asks if the student would like to go out for pizza after the exhibit. The student had to make a counterproposal.
5. Ilaria agrees and asks who should call the people they agreed to invite. The student had to respond and then say goodbye to Ilaria.

Sample: 3A
Score: 5

Transcription of Student Response
1. *Oh certo sarebbe benissimo se andressimo a questa bella mostra di Modigliani am penso che sia un bello occasione per veders per per vederci e per guardare am i belli mostri di Modigliani .. um possiamo ma non lo* [tone] *so non sono sicura.*

2. *Um, possiamo trovarci um forse domani a alle due perché le mie lezioni finiscono alle uno e quindi devo a andare e vederci am un po' prima della mostra .. cosa cosa ne pensi, cosa ne dici no non lo so, sono un po'* [tone] *confusa.*

3. *Um per .. veramente vedere una mostra am tu mi basti ma .. um se io penso proprio mi piacerebbe se una mia amica anche andasse con noi perché lei è molto gentile, si chiama Lorenza e .. lei .. um ..* [tone] *è ...*

4. *Oh no, scusami, ma ho tanti impegni adesso e sono molto preoccupata per le lezioni perché devo dare un esame, quindi non lo so .. um .. cosa pensi che questo lo facciamo l'altra l'altra settimana, la settimana prossima, o anche tu sei .. preoccupata?* [tone]

5. *Um .. ti chiamo io um e chiamo io a Lorenza e così ci .. um ci incontriamo davanti al mostro domani. Penso che anche lei sia um .. non sia um occupata e anche lei possa venire.* [tone]

Commentary

The student maintains the exchange and provides clearly appropriate responses within the context of the task. The response provides the required information and presents statements in support of opinions, in addition to showing frequent elaboration ("*Um, possiamo trovarci um forse domani a alle due perché le mie lezioni finiscono alle uno e quindi devo a andare e vederci am un po' prima della mostra .. cosa cosa ne pensi, cosa ne dici no non lo so, sono un po' confusa*"; "*mi piacerebbe se una mia amica anche andasse con noi perché lei è molto gentile, si chiama Lorenza*"; "*Oh no, scusami, ma ho tanti impegni adesso e sono molto preoccupata per le lezioni perché devo dare un esame*"). The response is fully understandable, with occasional errors that do not impede comprehensibility ("*se andressimo*"; "*un bello occasione*"; "*i belli mostri*"; "*davanti al mostro*"), and contains varied and appropriate vocabulary and idiomatic language ("*possiamo trovarci*"; "*cosa ne pensi, cosa ne dici*"; "*devo dare un esame*"). The response shows accuracy and variety in grammar ("*penso che sia*"; "*mi piacerebbe se una mia amica anche andasse*"; "*Penso che anche lei sia um .. non sia um occupata e anche lei possa venire*"). This response received a score of 5.

Sample: 3B
Score: 3

Transcription of Student Response

1. *Certo sì um ho penso che .. certo ma .. um .. noi .. um .. noi om noi abbiamo un problema.* [tone]

2. *Um .. um penso che .. um .. d .. um dovrebb dovrebberiamo um .. studiare per la classe .. um no um andare al museo.* [tone]

3. *Sì, e .. penso che .. e penso che um andr andremo come un gruppo al museo.* [tone]

4. *Um .. penso ch penso che um .. andremo ar al ristorante al altro che pizzeria ma .. ma forse u un ristorante cinese o .. altre altre ristorante.* [tone]

5. *Sì, ce certo .. um .. spero che um verreret verrerete al museo e grazie per il il il tuo tempo.* [tone]

Commentary

The student maintains the exchange with a series of responses that is somewhat appropriate within the context of the task. The student provides required information ("*dovrebberiamo um .. studiare per la classe .. um no um andare al museo*"; "*forse u un ristorante cinese o .. altre altre ristorante*"). The response is generally understandable, with some errors that impede comprehensibility ("*andremo ar al ristorante al altro che pizzeria*"). The response shows some control of grammar and syntax ("*penso che um andr andremo*"). Clarifications ("*andremo ar al ristorante al altro che pizzeria ma .. ma forse u un ristorante cinese o .. altre altre ristorante*") and self-corrections ("*verreret verrerete*") sometimes improve comprehensibility. This response received a score of 3.

Sample: 3C
Score: 1

Transcription of Student Response

1. *Ti amo Modigliani perché .. ti amo l'arte e storia e .. visitare il museo e ti amo po.* [tone]

2. *Sì, ti amo voglio andare al museo perché ti amo anche .. Modigliani .. mi piace .. guardare Modigliani con te.* [tone]

Task 3: Conversation (continued)

3. *Sì, .. mi piace .. altre artisti con Modigliani a .. baroche e Picasso e ..* [tone]

4. *Sì, mi piace al .. mi piace l .. andare al pizzeria dopo andare al museo perché of um a o* [laughs] [tone]

5. *No, non non voglio anything per i giorni .. sarebbe stanco sono stanco dopo il museo.* [tone]

Commentary
The student unsuccessfully maintains the exchange in a series of responses that is inappropriate within the context of the task ("*Ti amo Modigliani*"; "*ti amo anche .. Modigliani*"). The response provides little required information and is barely understandable, with frequent or significant errors ("*baroche*"; "*perché o f um a o*"; "*per i giorni*"). The response shows very few vocabulary resources ("*non voglio anything*") and no control of grammar ("*ti amo voglio andare*"). This response received a score of 1.