
AP Italian Language and Culture

Sample Student Responses and Scoring Commentary

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AP[®] ITALIAN LANGUAGE AND CULTURE 2018 SCORING GUIDELINES

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

Interpersonal Writing: E-mail Reply (Task 1)

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

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 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 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

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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Interpersonal Writing: E-mail Reply (Task 1) (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 (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 equivalent in any language
- Not in the language of the exam

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

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Egregio Signor Gallo,

prima di tutto, grazie per la sua risposta. Per rispondere alle sue domande, il mio interesse per la salvaguardia degli animali nasce da mio padre. Lui lavora con un programma che aiuta ai animali acquatici che hanno bisogno di attenzione medicale. Questa esperienza potrebbe contribuire ai miei progetti futuri, perché l'anno scolastico prossimo voglio lavorare insieme una compagnia nella mia scuola, e chiedono che tutti i volontari hanno esperienza lavorando con animali e aiutandoli. Prima di finire questo ~~te~~ e-mail, ho alcune domande che devo chiederla, riguardo al suo stage:

• per quanto tempo durara lo stage? Devo sapere per essere sicura che posso aiutare ogni giorno che ha bisogno. Per la maggiorparte sono libera, ma o'è una settimana che vado a visitare i miei nonni, e ~~non~~ voglio ^{essere sicura che} ~~che te date si~~ ho il tempo per lo stage.

• quante ore ~~at~~ del giorno durara? Sono sicura ~~che~~ ^{lavorare} ~~essere~~ per tutto il giorno ma, devo essere sicura per sapere se dovrò trovare un modo alternativo al trolley per andare a casa e ~~se~~ no. La ringrazio per l'attenzione e porgo distinti saluti,

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Caro Michele Gallo,

grazie per la tua risposta informativa della tua programma della Riserva Naturale di Torre. Sono preparata per aiutare le tartarughe marine. Per rispondere alla tua domanda, il mio interesse per la salvaguardia degli animali è nato quando ero bambina. Sempre piaceva visitare il mare e la spiaggia con ~~la~~ mia famiglia. Come una studentessa, i miei maestri insegnano del mare e i suoi animali. La gente ha bisogno proteggerle, cui perché voglio partecipare e volontare. Anche, credo che questa esperienza potrebbe contribuire alla mia educazione nel futuro. Questa esperienza potrebbe influenza il mio lavoro se voglio lavorare con gli animali marine nel futuro. Ma, se non lavorerò con tartarughe marine nel futuro, posso assistere nei programmi similare alla questa esperienza. Grazie mille per la questa opportunità e sono molto felice stare ~~in~~ lavorando con te quest'estate. Ma, menzioni dell'alloggio gratis nel campeggio adiacente alla spiaggia. Quante persone abiterà con?
~~Certo, grazie~~

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2018 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 the student 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 must address all the questions and requests raised in the message, as well as ask for more details about something mentioned in the message.

The question assessed the students' performance in Interpersonal Writing by engaging them in a series of exchanges on a familiar topic within the course theme *Sfide globali*. Content and context were provided by the e-mail from Michele Gallo, a public relations director for the World Wildlife Fund Italia. The e-mail offered students a summer internship in Torre Salsa, where they would volunteer to guard turtle nests. Students were expected to create with the language by using a variety of grammar structures and vocabulary appropriate to the context. They had to give information about themselves by answering two questions: the first about the reasons for their interest in the protection of animals; the second about the importance and impact the experience in Torre Salsa would have on their future plans. In addition students had to demonstrate the ability to request further information about something mentioned in the message.

In this question content and skills were closely interwoven, and the task ultimately assessed what students could do with the language in a specific context.

Sample: 1A

Score: 5

This response earned a score of 5 because it demonstrates a strong performance in Interpersonal Writing. It is clearly appropriate within the context of the task, provides all required information with frequent elaboration (“*il mio interesse per la salvaguardia degli animali nasce da mio padre. Lui lavora con un programma che aiuta ai animali acquatici che hanno bisogno di attenzione medicale*”), and asks for further details (“*per quanto tempo durara lo stage?*”; “*quante ore del giorno durara?*”). The response is fully understandable. It shows ease and clarity of expression (“*Devo sapere per essere sicura che posso aiutare ogni giorno che ha bisogno. Per la maggiorparte sono libera*”). The student uses varied and appropriate vocabulary (“*tutti i volontari hanno esperienza lavorando con animali e aiutandoli*”). The response shows accuracy and variety in grammar and syntax (“*prima di finire questo e-mail, ho alcune domande*”; “*Sono sicura che posso lavorare per tutto il giorno, ma devo*”). There is consistent use of formal register (“*grazie per la sua risposta*”; “*riguardo a suo stage*”) and control of cultural conventions appropriate for formal correspondence (“*Egregio Signor Gallo*”; “*La ringrazio per l’attenzione e porgo distinti saluti*”). There is a variety of simple and compound sentences, as well as some complex sentences (“*Questa esperienza potrebbe contribuire ai miei progetti futuri, perché l’anno scholare prossimo voglio lavorare ... e chiedono che tutti i volontari*”; “*Per la maggiorparte sono libera, ma c’è una settimana che*”).

Sample: 1B

Score: 3

The response earned a score of 3 because it demonstrates a fair performance in Interpersonal Writing. It is somewhat appropriate, but basic, within the context of the task and provides most required information (“*Sono preparata per aiutare le tartarughe marine*”; “*Questa esperienza potrebbe influenza il mio lavoro se voglio lavorare con*”).

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2018 SCORING COMMENTARY

Task 1: E-mail Reply (continued)

gli animali marine nel futuro”). The response is generally understandable, with errors that may impede comprehensibility (“*Ma, se non lavorè con tartarughe marine nel futuro, posso assitare nei programmi similare alla questa esperienza*”). The student uses appropriate but basic vocabulary and shows some control of grammar (“*il mio interesse per la salvaguardia degli animali è nato quando ero bambina*”). The use of register is somewhat inappropriate for the situation, with several shifts (“*grazie per la tua risposta informativa della tua programma*”; “*menzioni dell'alloggio*”). There is only partial control of conventions for formal correspondence (“*Caro Michele Gallo*”), and there is no closing. The response contains simple and a few compound sentences (“*Anche, credo che questa esperienza potrebbe contribuire alla mia educazione nel futuro.*”).

Sample: 1C

Score: 2

The response earned a score of 2 because it demonstrates a weak performance in Interpersonal Writing. It is minimally appropriate within the context of the task (“*Io amo le tartarughe e molte importante per salvaguardia*”). It provides some required information (“*La mia interesse nasce quando io vede una tartaruga marina nelle mare.*”), but it is only partially understandable because some errors force interpretation and cause confusion for the reader (“*io potrebbe contribuire in nuova esperienza di volontari e proteggere le tartarughe quando possibile*”). The response has limited vocabulary (“*La tartarugha era molta bellissima*”), and there is limited control of grammar (“*Quanti anni fa e World Wildlife Fund Italia?*”; “*Come le persone volontari con World Wildlife Fund Italia?*”). The use of register includes some conventions for formal correspondence, though used inaccurately (“*Io ho molte domande per sua*”; “*Engrigo*”). The student uses mostly simple sentences and phrases.