
AP[®] Italian Language and Culture

Sample Student Responses and Scoring Commentary

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AP[®] ITALIAN LANGUAGE AND CULTURE

2019 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

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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Gentile Signor Martini,

La ringrazio per tutta l'informazione sopra il Festival Internazionale degli Artisti di Strada. Io e mia famiglia viaggeremo in Italia dal 3 al 15 Settembre per visitare mia nonna che abita a Parma ~~noi~~^{ma} io vorrei fare qualcosa di divertente con loro. Mia nonna sempre parla che lei vuole andare al Festival con me perché è molto interessante. Non avremo bisogno di prenotare un'albergo perché abiteremo con la nonna. Il bungalow mi interessano ma solo per 1 o 2 giorni. Sarà possibile prenotarlo sul e-mail o ha bisogno che prenoto il bungalow sul internet. Anche ho un po' di domande. Ho visti che ci saranno musicisti ma chi canterà.

Cordialmente

1A

1 of 1

Do Not Write Beyond This Border

Do Not Write Beyond This Border

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Egregio Responsabile Ufficio Prenotazioni,
Il motivo principale per cui sono interessato a questo Festival è mi piace l'arte. Vorrei vedere l'altre, ~~ora~~ e questo Festival è perfetto per una vacanza. Anche la programma di spettacoli e esibizioni di musicisti, acrobati e giocolieri sono molto interesse. Per Vorrei riguardare per quattro giorni dall'alloggio con mia famiglia. Grazie per l'opportunità. Aspetto per sua risposta.

Distinti Saluti,

1 B

1 of 1

Do Not Write Beyond This Border

Do Not Write Beyond This Border

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

Egrigio Signor Martini,

Il progetto tutto ~~sono~~^è bravo e sono felice essere aiutata. Mio motivo principale è aiutare, diventare, e essere attiva.

La ~~una~~ mia esigenze sono molto permanenza, e ho molto iniziato per questa causa. Sarò permanenza a Fidenza perché sono disponibile. Sono non pigra o cattiva. Ho alcune domande. Che cosa musicisti, acrobati e giocolieri? E chi posso andare a Bangkok perché quello senti divertente?

Prego rispondi molto veloce,

Grazie!

Caro Spettatore

AC

1 of 1

Do Not Write Beyond This Border

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2019 SCORING COMMENTARY

Task 1: E-mail Reply

Note: Student samples are quoted verbatim and may contain spelling and 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 *Famiglia e società*. Content and context were provided by the e-mail from Valerio Martini, a manager at *Festival Internazionale degli Artisti di Strada*, a street festival that takes place in Fidenza, Italy, in September. The e-mail offered information about the program and the organization of the fourth edition of the festival. It talked about the variety of shows and performances, the presence of a gourmet food stand selling sandwiches prepared with local products, and lodging options. Students were expected to answer using a variety of grammatical structures and vocabulary appropriate to the context. They had to give information about themselves by answering two questions: the first about the main reason for their interest in attending the festival; the second about their lodging preference and/or any needs (*"esigenza"*) they might have during their stay in Fidenza. In addition, students had to demonstrate the ability to ask questions by asking for 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 and provides all required information with frequent elaboration (*"Io e mia famiglia viaggeremo in Italia dal 3 al 15 Settembre per visitare mia nonna che abita a Parma"*). The response asks for further details (*"Ho visti che ci saranno musicisti ma chi cantera"*). The response is fully understandable and shows ease and clarity of expression (*"Mia nonna sempre parla che lei vuole andare al Festival con me"*). The student uses varied and appropriate vocabulary (*"Sarà possibile prenotarlo sul e-mail o ha bisogno che prenoto il bungalow sul internet"*). The response shows accuracy and variety in grammar and syntax (*"io vorrei fare qualcosa di divertente con loro"*). There is consistent use of formal register (*"La ringrazio"*) and control of cultural convention appropriate for formal correspondence (*"Gentile Signor Martini"; Cordialmente"*). There are a variety of simple and compound sentences and some complex sentences (*"Non avremo bisogno di prenotare un'albergo perchè abiteremo con la nonna"*).

Sample: 1B

Score: 3

This 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. It provides most required information (*"mi piace l'arte"; "questo Festival è perfetto"*). The response is generally understandable, with errors that may impede comprehensibility (*"Vorrei riguardare per quattro giorni dall'alloggio con mia famiglia"*). The student uses

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2019 SCORING COMMENTARY

Task 1: E-mail Reply (continued)

appropriate but basic vocabulary and shows some control of grammar (“*la programma di spettacoli e esibizioni di musicisti, acrobati e giocolieri sono molto interesse*”). The response contains simple and a few compound sentences (“*Vorrei vedere l’altre, e questo Festival è perfetto*”; “*Grazie per l’opportunità. Aspetto per sua risposta*”).

Sample: 1C

Score: 1

This response earned a score of 1 because it demonstrates a poor performance in Interpersonal Writing. It is inappropriate within the context of the task (“*Il progetto tutto è bravo e sono felice essere aiuta*”). It provides little required information (“*Mio motivo principale è aiutare, diventare, e essere attiva*”). It is barely understandable because frequent or significant errors impede comprehensibility (“*La mia esigenze sono molto permanenza, e ho molto initiato per questa causa*”). The response includes few vocabulary resources (“*Che cosa musicisti, acrobati e giocolieri?*”). There is little or no control of grammar (“*quello senti divertente?*”) and minimal or no attention to register (“*Prego rispondi molto veloce*”). The student uses very simple sentences or fragments (“*Sono non pigra o cattiva*”).