
AP[®] Italian Language and Culture

Sample Student Responses and Scoring Commentary

Inside:

Task 4—Cultural Comparison

- Scoring Guideline**
- Student Samples**
- Scoring Commentary**

AP[®] ITALIAN LANGUAGE AND CULTURE

2019 SCORING GUIDELINES

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

Presentational Speaking: Cultural Comparison (Task 4)

Clarification Notes:

The term “community” can refer to something as large as a continent or as small as a family unit. The phrase “target culture” can refer to any community, large or small, associated with the target language.

5: STRONG performance in Presentational Speaking

- Effective treatment of topic within the context of the task.
- Clearly compares the student’s own community with the target culture, including supporting details and relevant examples.
- Demonstrates understanding of the target culture, despite a few minor inaccuracies.
- Organized presentation; 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.
- Mostly consistent use of register appropriate for the presentation.
- 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 Presentational Speaking

- Generally effective treatment of topic within the context of the task.
- Compares the student’s own community with the target culture, including some supporting details and mostly relevant examples.
- Demonstrates some understanding of the target culture, despite minor inaccuracies.
- Organized presentation; 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.
- Generally consistent use of register appropriate for the presentation, 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 Presentational Speaking

- Suitable treatment of topic within the context of the task.
- Compares the student’s own community with the target culture, including a few supporting details and examples.
- Demonstrates a basic understanding of the target culture, despite inaccuracies.
- 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.
- Use of register may be inappropriate for the presentation 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.

2: WEAK performance in Presentational Speaking

- Unsuitable treatment of topic within the context of the task.
- Presents information about the student’s own community and the target culture, but may not compare them; consists mostly of statements with no development.
- Demonstrates a limited understanding of the target culture; may include several inaccuracies.
- Limited organization; ineffective use of transitional elements or cohesive devices.
- 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 presentation.
- 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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2019 SCORING GUIDELINES

Presentational Speaking: Cultural Comparison (Task 4) (continued)

1: POOR performance in Presentational Speaking

- Almost no treatment of topic within the context of the task.
- Presents information only about the student's own community or only about the target culture, and may not include examples.
- Demonstrates minimal understanding of the target culture; generally inaccurate.
- 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.
- 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.

0: UNACCEPTABLE performance in Presentational Speaking

- 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 equivalent in English
- Clearly responds to the prompt in English

NR (No Response): BLANK (no response although recording equipment is functioning)

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2019 SCORING COMMENTARY

Task 4: Cultural Comparison

Note: Students' responses are quoted verbatim and may contain grammatical errors. In the transcripts of students' speech quoted in the 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 presentational communicative mode by having the student make a comparative oral presentation on a cultural topic. Students were allotted 4 minutes to read the topic and prepare the presentation and then 2 minutes to deliver the presentation. The response received a single, holistic score based on how well it accomplished the assigned task. The presentation had to compare the student's own community to an area of the Italian-speaking world, demonstrating understanding of cultural features of the Italian-speaking world. Furthermore the presentation had to be organized clearly.

The course theme for the cultural comparison task was *Vita contemporanea*. The task consisted of a question that asked students about the role of women in the working world in both their own community and in a target language community they know well. Students had to plan and produce a spoken presentation in relation to the given topic that compares their own community to an area of the Italian-speaking world.

Sample: 4A

Score: 4

Transcript of Student Response

Negli Stati Uniti le donne han . . hanno combattato molto per avere diritti delle donne. Anche in Italia si vede che le donne italiane . . uh . . hanno molti . . hanno fatto lo stesso, ma molti anni dopo. Negli Stati Uniti, il ruolo delle donne è importante nel . . nel mondo di lavoro e ci sono molte donne che hanno fatto molto per . . nel mondo dei negozi. Uh . . anche in Italia molte donne italiane lavorano ma c'è una stigma molto grande che . . che le donne devono restare a casa per pulire, per . . e per i . . um . . per i . . i loro . . figli. Nel . . negli Stati Uniti, anche c'è questa stigma, ma . . ancora . . ma i diritti delle donne hanno . . uh . . dato alle donne molti diritti di potere . . um . . lavorare ma anche avere tempo per . . per . . uh . . per i figli, così possono . . possono . . uh . . avere un lavoro buono, ma anche avere tempo se devono . . uh . . fare qualcosa per i figli. Negli . . nell'Ita . . in Italia, anche c'è . . ci sono diritti delle donne . . uh . . che sono . . che sono . . madre, ma negli Stati Uniti è un problema che si parla molto, e negli Stati . . e in Italia c'è ancora la stigma molto evidente e che non aiuta alle . . agli italiani . . uh . . per avere i diritti per lavorare perché è un gran prob . . un grande problema.

Commentary

The response earned a score of 4 because it presents a generally effective treatment of the topic within the context of the task. It compares the role of women in relation to work in Italy and the U.S., providing some supporting details and relevant examples of how such a role has changed historically in both countries through the women's rights movement. The response demonstrates some understanding of the target culture, despite minor inaccuracies ("*una stigma molto grande che . . che le donne devono restare a casa per pulire*"). The response is organized, providing an introduction, a conclusion, and the use of some cohesive devices ("*ma . . ancora*"; "*ma negli Stati Uniti*"). It is fully understandable, with some errors that never impede comprehensibility ("*una stigma*"; "*aiuta alle . . agli italiani*"). Vocabulary is generally appropriate. Although some errors are present, there is general control of grammar, syntax, and usage. Finally, in most cases, clarification and self-correction improve comprehensibility ("*Negli . . nell'Ita . . in Italia*").

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2019 SCORING COMMENTARY

Task 4: Cultural Comparison

Sample: 4B

Score: 3

Transcript of Student Response

Nella mia esperienza . . . um . . . la . . . il ruolo . . . ruolo delle donne nel lavoro in Italia e qui è molto simile. Di solito i donne . . . um . . . avevan . . . I mean . . . hanno il lavoro di aiuta come l'infermiera o la segretaria . . . um . . . di solito occupato delle donne. Questo è simile di Milano, che è un città italiana . . . um . . . in Milano ci sono molte aziende e qui anche ci sono molte grande aziende, e di solito . . . um . . . la grande maggioranza di segretarie sono donne, e . . . um . . . di solito i uomini sono . . . um . . . avev . . . hanno i posizioni più alti comi pre . . . come presidente o . . . o . . . um . . . posizioni di . . . di . . . più importante . . . um . . . um . . . però, penso che è più comune nell'Italia per donne avere . . . um . . . un lavoro di aiuto o . . . um . . . o . . . basso di ...

Commentary

The response earned a score of 3 because it presents a suitable treatment of the topic within the context of the task. It compares the target culture with that of the U.S. and includes a few supporting details and examples of professional roles (“l’infermiera”; “la segretaria”). It demonstrates a basic understanding of the target culture, (“in Milano ci sono molte aziende”) but does not elaborate. The response is somewhat organized, with limited use of transitional elements (“Nella mia esperienza”; “però”). It is generally understandable, though errors may at times impede comprehensibility (“hanno il lavoro di aiuta”). Some self-correction is present (“di . . . di . . . più importante”), and it sometimes improves comprehensibility.

Sample: 4C

Score: 1

Transcript of Student Response

Nel nostro mondo le donne . . . uh . . . le . . . le donne . . . uh . . . andare molto grande nella mondo . . . uh . . . nel mondo . . . uh . . . fai un confronto fra la realtà che ha osservato in vissuto fino. Le donne e . . . e . . . fare . . . molte della realtà che ha osservato, però è differente fra cosa . . . uh . . . sapere. E . . . e . . . noto mare . . . tep . . . tepore se chiam son frar . . . dalle per . . . fra la realtà che ha . . . conosci. Nella . . . il argomento che le donne sono non buono per lavoro è non vero. È falso perché le donne sono perfetto per il lavoro. . . La organazziamo la tu ...

Commentary

The response earned a score of 1 because it presents almost no treatment of the topic within the context of the task. While it addresses the topic of women and work, it presents no information on the target culture and does not include examples, although the final statement includes a personal opinion (“È falso perché”). The response does not demonstrate understanding of the target culture. It shows no organization, with statements being intermingled with quotations from the task prompt and instructions (“fai un confronto fra la realtà che ha osservato in vissuto fino”; “organazziamo la tu”). There are few vocabulary resources and little control of grammar, syntax, and usage with frequent errors that impede comprehensibility, especially in the central part of the response. The several instances of self-correction (“se chiam son”; “dalle per . . . fra”) do not improve comprehensibility.