

AP[®] ITALIAN LANGUAGE AND CULTURE
2006 SCORING GUIDELINES

Speaking Story Narration

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|----------|------------------|--|
| 6 | EXCELLENT | Demonstrates excellence in presentational speaking <ul style="list-style-type: none">• Narration includes a thorough and detailed beginning, middle, and end that tell a logical and complete story consistent with the stimulus.• Rich vocabulary and idioms.• Excellent use of transitional elements, grammar, and syntax, with minimal errors in complex structures.• Excellent fluency; smooth and continuous pace; virtually no repetition or hesitancy.• Minimal pronunciation errors. |
| 5 | VERY GOOD | Suggests excellence in presentational speaking <ul style="list-style-type: none">• Narration has a beginning, middle, and end that tell a logical and complete story consistent with the stimulus.• Appropriate vocabulary and idioms.• Very good use of transitional elements, grammar, and syntax, with occasional errors in complex structures.• Very good fluency; relatively smooth and continuous pace; occasional repetition and hesitation.• Occasional pronunciation errors. |
| 4 | GOOD | Demonstrates competence in presentational speaking <ul style="list-style-type: none">• Narration tells a story consistent with the stimulus, with some minor inconsistencies in its logical progression from beginning to end.• Mostly appropriate vocabulary and idioms, with minimal interference from another language.• Some use of transitional elements; minimal errors in basic grammar and syntax, which interfere minimally with comprehension.• Satisfactory fluency; inconsistent pace; intermittent repetition and hesitation that may interfere with comprehension.• May include frequent pronunciation errors but does not require special listener effort. |
| 3 | ADEQUATE | Suggests minimal competence in presentational speaking <ul style="list-style-type: none">• Narration tells a story consistent with the stimulus, with several inconsistencies in its logical progression from beginning to end.• Limited vocabulary and idioms, with intermittent interference from another language.• Occasional use of transitional elements; occasional errors in basic grammar and syntax, which interfere with comprehension.• Minimal fluency; inconsistent pace; intermittent repetition and hesitation that interfere with comprehension.• Pronunciation is comprehensible but may require frequent listener effort. |

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Speaking Story Narration (continued)

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|----------|---------------------|---|
| 2 | WEAK | <p>Suggests lack of competence in presentational speaking</p> <ul style="list-style-type: none">• Response characterized by description or listing; may be difficult to follow or inconsistent with stimulus.• Limited vocabulary and idioms, with frequent interference from another language.• Minimal or no use of transitional elements; numerous errors in basic grammar and syntax, which interfere with comprehension.• Labored expression; frequent repetition, hesitation, or long gaps.• Pronunciation is comprehensible but may require constant listener effort. |
| 1 | VERY WEAK | <p>Demonstrates lack of competence in presentational speaking</p> <ul style="list-style-type: none">• Response incomplete and difficult to follow; may be inconsistent with stimulus.• Insufficient, inappropriate vocabulary and idioms; constant interference from another language.• Little or no control of grammar and syntax, which interferes significantly with comprehension.• Very labored expression; constant repetition, hesitation, or long gaps.• Pronunciation may require intense listener effort. |
| 0 | UNACCEPTABLE | <p>Contains nothing that earns credit</p> <ul style="list-style-type: none">• Clearly irrelevant to the stimulus; “Non so” or equivalent.• Not in Italian.• Blank (although recording equipment is functioning) or mere sighs. |

AP[®] ITALIAN LANGUAGE AND CULTURE

2006 SCORING COMMENTARY

Speaking: Story Narration

Overview

This task tests the ability to narrate orally an informal story containing a beginning, middle, and end. It comprises a series of pictures that depict a story. The student is allotted 2 minutes to prepare the narration and 2 minutes to tell the story. The response receives a single holistic score based on the criteria outlined in the task directions.

The student must narrate a complete story based on the pictures as if he or she were telling the story to a friend. Scoring is based on the following factors: fluency, ability to narrate, grammatical accuracy, range of vocabulary, pronunciation, and completeness of response.

This year's picture sequence showed a group of three young adults going to a concert at the Piazza del Popolo. When they arrived at the concert locale, they discovered that they had lost their tickets. The ticket office was closed, so they sat at a café instead.

Sample: P

Score: 6

This is a thorough, detailed narration with a beginning, a middle, and an end, that responds directly to the stimulus. The vocabulary is varied and rich, and the student uses idioms, excellent transitional elements, and sound grammatical structures ("*lascia cadere*," for example). Fluency is excellent, smoothly paced, and consistent. On several occasions the student self-corrects in a natural manner. There are a few pronunciation errors, but they do not interfere with comprehension.

Sample: Q

Score: 4

This midrange score reflects the student's narration of a complete story, with a beginning, a middle, and an end. Other aspects of the student's performance, however, including errors in grammar and syntax, kept the score in the middle range. Generally, vocabulary and idioms are appropriately chosen; occasionally the student uses more sophisticated terms. The more-than-minimal errors in grammar and syntax include: "*io parlava*," "*mi è accorto*," and "*siamo stati molto tristi*." The student's hesitation, inconsistent pace, and pronunciation do not interfere with comprehension.

Sample: C

Score: 2

While this narration does respond to the stimulus, it consists mainly of minimal descriptions of individual frames. The response lacks transitional elements, vocabulary is limited, and there are numerous errors in basic grammar and syntax: "*vuole visto*," "*loro non conosco*," "*loro è molto divertiti*," "*loro arrivata*." Expression is labored, and there are hesitations and significant gaps in the narrative. The student's pronunciation is comprehensible.