



**AP® ITALIAN LANGUAGE AND CULTURE
FREE-RESPONSE QUESTION TRYOUT SCORING COMMENTARY**

Speaking: Directed Response Conversation

Sample: F

1. Score Category: High

The student responds to the prompt fluently, using a natural rate of speech and intonation. The response is fluid, without hesitation, and sustained to the end. Although there are a few instances of inaccurate word choices, the student uses a variety of vocabulary and fully answers the question. In framing the response, the student changes the prompt's "*il corso*" to "*la classe*," maintaining the integrity of the structure (noun-adjective agreement) and completing this interpersonal communicative task in a natural way.

2. Score Category: High

The student fulfills the communicative task outlined in the prompt and demonstrates a rich vocabulary and mastery performance of the technical aspects of the language—notice the use of "*volere*" and the future. The response is sustained through inclusion of details without creating a simple list.

3. Score Category: High

The response is fluid and thorough. Where there is some hesitation, the student quickly self-corrects. The speech is otherwise continuous in articulating very well what is important to the student. The utterances are clear and spontaneous.

4. Score Category: High

The student uses complex structures "*spero di aver trovato*" with ease and mastery. With a rich vocabulary and complicated syntax, the student engages the interviewer with good pause fillers (e.g., "*qualcosa come questo*") and quickly moves into the possible future. The student is able to communicate two possible career alternatives, framed correctly.

5. Score Category: High

The student initially has a difficult time formulating the question, but through self-correction she explores a few possibilities. She is aware that she must perform in the polite register, and when she finally finds a direction she is able to make a formal invitation. The attempt at the higher register is ultimately correct; the response includes the conditional and possessive adjective agreement in the polite form. The student is comprehensible and easily understood.



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Speaking: Directed Response Conversation (continued)

Sample: J

1. Score Category: High

This response merits a high score rating even though there is some hesitation and repetition of the prompt. Despite these drawbacks, the utterances are generally continuous and well articulated. The student demonstrates very good control of the verb *piacere*.

2. Score Category: Low

This response is halting and labored. It uses some language well but lacks control in some structures. Even within the limited language used in the response, poor control of subject–verb agreement is evident. The mistakes do not significantly interfere with comprehension of the response, but the stumbling and silence do impede communication. Even though it appears that the student may have more to say and be on track to delivering a complete response, this does not happen within the time allotted.

3. Score Category: Medium

This response demonstrates clear comprehension of the required communicative task and uses the conditional with good control. In qualifying each characteristic of the universities, the student avoids simply making a list and instead constructs a natural, fully formed message. The student lacks control of noun–adjective agreement and is unclear on the difference between *buono* and *bravo*.

4. Score Category: Medium

The response demonstrates some degree of mastery in the use of the future tense. The student employs appropriate vocabulary to express her conjectures. The mishandling of “*spero che*” instead of *spero di* is one factor that keeps the response from earning a higher score.

5. Score Category: Low

The student fails to formulate the invitation, making the response off task. The language in the response does not address the prompt.