



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

Writing: Composition

Note: References to names in the student samples have been hidden to avoid revealing the identities of the students who created the responses and/or of specific persons to whom the responses refer.

Sample: S
Score Category: High

This response demonstrates an impressive command and control of the language. While there are a few grammatical errors in the composition, the student uses rich vocabulary and idiomatic expressions. There are several instances of complex usage of sophisticated structures including the subjunctive (“*Sembra che lui sappia*”), the impersonal (“*si deve scendere*”), and *si passivante* (“*alcuni aggettivi si presentano*”). The student demonstrates control over use of direct object and reflexive pronouns (“*Ci aiuta a esprimerci*”). The composition also uses prepositions correctly, although complete control of prepositions is not expected at this level. Some of the vocabulary is at an advanced level of language acquisition (“*ben articolato*,” “*vigore*,” “*arramipicarsi*,” “*sagge*,” and “*onnisciente*”). Overall, the composition uses an advanced level of expression, and the few errors do not impede communication. Although the response does not directly answer the question regarding the teacher’s impact, the student definitely addresses this point indirectly. Additionally, the student writes in the formal style requested in the task directions.

Sample: D
Score Category: Low

Although this response succeeds in conveying the student’s message, the language used is characterized by frequent and elementary errors. The response does demonstrate appropriate use of verb tense (*concordanza dei tempi*) and does show fairly good control of the *passato prossimo* and *imperfetto*. On one occasion the student uses a structure typically taught at the advanced level in college (“*ha lasciato noi*”), but the elementary mistakes with articles (“*un stil*”), confusion of adjectives and adverbs (“*molto informazione*”), agreement (“*classe era nuovo*”), and mistaken prepositions contribute to a choppy response. Accents are often left off (“*perche*,” “*attivita*”). The response also demonstrates a limited vocabulary, and the student repeats words and expressions unnecessarily. The word “*chimica*” (and incorrect forms of it—“*chemia*”) appears five times in one short page. Contributing to the low score is the fact that the response does not complete the task, as evidenced by its length (approximately 120 words). Furthermore, the composition prompt asks students to describe the best teacher. This response describes a “good” teacher but does not describe the choice as the “best,” thus the reader needs to assume that the teacher described is the student’s choice for best.