



AP[®] Italian Language and Culture 2007 Scoring Guidelines

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AP[®] ITALIAN LANGUAGE AND CULTURE

2007 SCORING GUIDELINES

Writing: Paragraph Completion (Verbs)

Each response is scored individually.

1 CORRECT

- Correct form of verb according to context of passage
- Correct spelling; may use uppercase (E) instead of lowercase (e) letters or vice versa
- Correct placement of apostrophe, if necessary
- Correct placement of accent, if necessary; may use acute (é) instead of grave (è) accent or vice versa
- Correct form and placement of pronoun, if provided with verb in parentheses

0 INCORRECT

- Incorrect form of verb according to context of passage
- *Passato remoto* form
- Incorrect spelling
- Incorrect placement of apostrophe(s)
- Incorrect placement of accent(s)
- Includes one or more words that are not a form of the verb provided
- “Non cambia” or equivalent
- More than one response
- Not in Italian
- Blank

Accepted responses

- #1
 - essersi laureate
 - laurearsi
- #2
 - si ritroveranno
- #3
 - rappresentassero
 - rappresentino
- #4
 - ho voluto
 - volevo
- #5
 - sono corsa
- #6
 - vede
- #7
 - sto
- #8
 - incarnasse
 - incarnì
- #9
 - ho colta
- #10
 - avendo portato
 - portando

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Writing: Paragraph Completion (Non-Verbs)

Each response is scored individually.

1 CORRECT

- Correct word according to context of passage
- Correct spelling; may use uppercase (È) instead of lowercase (e) letters or vice versa
- Correct placement of apostrophe, if necessary
- Correct placement of accent, if necessary; may use acute (é) instead of grave (è) accent or vice versa
- Exactly one word

0 INCORRECT

- Incorrect word according to context of passage
- Proper noun
- Incorrect spelling
- Incorrect placement of apostrophe(s)
- Incorrect placement of accent(s)
- “Niente” or equivalent
- More than one word
- Not in Italian
- Blank

Accepted responses

- #11 • gli
- #12 • c'
 - ci
 - v'
 - vi
- #13 • la
 - una
- #14 • dalla
- #15 • le
 - quelle
- #16 • essi
 - loro
 - quelli
- #17 • ti
- #18 • nostri
 - più
- #19 • quale
- #20 • che
 - ma
 - perché
 - poiché
 - si

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Writing: Composition

- 9 EXCELLENT**
- Demonstrates excellence in written expression**
- Relevant and thoroughly developed composition based on the prompt; very coherent and well organized.
 - Rich vocabulary and idioms.
 - Excellent use of transitional elements, grammar, and syntax, with minimal errors in complex structures.
 - Excellent use of orthography, accents, punctuation, and paragraphs.
 - Very appropriate style and register.
- 7–8 VERY GOOD**
- Demonstrates competence in written expression**
- Well-developed composition based on the prompt; coherent and well organized.
 - Appropriate vocabulary and idioms.
 - Very good use of transitional elements, grammar, and syntax, with occasional errors in complex structures.
 - Very good use of orthography, accents, punctuation, and paragraphs.
 - Appropriate style and register.
- 5–6 GOOD**
- Suggests competence in written expression**
- Adequately developed composition based on the prompt; occasionally faulty coherence and organization.
 - Mostly appropriate vocabulary and idioms, with occasional interference from another language.
 - Some use of transitional elements; occasional errors in basic grammar and syntax, which interfere minimally with comprehension.
 - Occasional errors in orthography, accents, punctuation, and paragraphs.
 - Mostly appropriate style and register.
 - A composition that does not justify the response with at least two specific examples must fully satisfy all other requirements of this category to merit a 5.
- 3–4 WEAK**
- Suggests lack of competence in written expression**
- Insufficiently developed composition based on the prompt; lack of coherence and of organization, which interferes with readability.
 - 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.
 - Faulty use of orthography, accents, punctuation, and paragraphs.
 - Lack of appropriate style and register.

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Writing: Composition (continued)

1–2 VERY WEAK

Demonstrates lack of competence in written expression

- Undeveloped composition with almost no relevance to the prompt; incoherence and disorganization, which impede comprehension.
- Insufficient, inappropriate vocabulary and idioms; constant interference from another language.
- Little or no control of grammar and syntax, which interferes significantly with comprehension.
- Pervasive errors in orthography, accents, punctuation, and paragraphs.

0 UNACCEPTABLE

Contains nothing that earns credit

- Mere restatement of the prompt.
- Completely irrelevant to the topic.
- Not in Italian.
- Blank.

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Culture: Composition (Content)

9	EXCELLENT	Demonstrates excellence in cultural knowledge <ul style="list-style-type: none">• Composition fully accomplishes all requirements of the prompt.• Cultural information is accurate and relevant with few and insignificant errors.• Coherent and cohesive synthesis of cultural information; considerable interpretation that goes beyond factual knowledge.
7–8	VERY GOOD	Demonstrates competence in cultural knowledge <ul style="list-style-type: none">• Composition clearly addresses all requirements of the prompt; if composition does not cite at least one cultural work but does fully satisfy all other requirements of this category, it may receive a 7 or an 8.• Cultural information is accurate and relevant with few substantive errors.• Coherent synthesis of cultural information; some interpretation that goes beyond factual knowledge.
5–6	GOOD	Suggests competence in cultural knowledge <ul style="list-style-type: none">• Composition addresses most requirements of the prompt; may describe only one aspect of the example chosen.• Cultural information has some substantial inaccuracies and may be unrelated to the prompt.• Presentation of cultural information is undeveloped; may be presented as a list or as several items in isolation.
3–4	WEAK	Suggests lack of competence in cultural knowledge <ul style="list-style-type: none">• Composition addresses requirements of the prompt partially or inadequately.• Cultural information is frequently inaccurate or irrelevant.• Presentation of cultural information is minimal, sporadic, and undeveloped.
1–2	VERY WEAK	Demonstrates lack of competence in cultural knowledge <ul style="list-style-type: none">• Composition fails to address almost all aspects required by the prompt.• Cultural information is almost entirely lacking or in all cases is inaccurate or irrelevant.
0	UNACCEPTABLE	Contains nothing that earns credit <ul style="list-style-type: none">• Mere restatement of the prompt.• Completely irrelevant to the topic.• Not in Italian.• Blank.

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2007 SCORING GUIDELINES

Culture: Composition (Language)

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|------------|------------------|---|
| 9 | EXCELLENT | Demonstrates excellence in written expression <ul style="list-style-type: none">• Rich vocabulary and idioms.• Excellent use of transitional elements, grammar, and syntax, with minimal errors in complex structures.• Excellent use of orthography, accents, punctuation, and paragraphs.• Very appropriate style and register. |
| 7–8 | VERY GOOD | Demonstrates competence in written expression <ul style="list-style-type: none">• Appropriate vocabulary and idioms.• Very good use of transitional elements, grammar, and syntax, with occasional errors in complex structures.• Very good use of orthography, accents, punctuation, and paragraphs.• Appropriate style and register. |
| 5–6 | GOOD | Suggests competence in written expression <ul style="list-style-type: none">• Mostly appropriate vocabulary and idioms, with occasional interference from another language.• Some use of transitional elements; occasional errors in basic grammar and syntax, which interfere minimally with comprehension.• Occasional errors in orthography, accents, punctuation, and paragraphs.• Mostly appropriate style and register. |
| 3–4 | WEAK | Suggests lack of competence in written expression <ul style="list-style-type: none">• 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.• Faulty use of orthography, accents, punctuation, and paragraphs.• Lack of appropriate style and register. |

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Culture: Composition (Language) (continued)

1–2 VERY WEAK

Demonstrates lack of competence in written expression

- Insufficient, inappropriate vocabulary and idioms; constant interference from another language.
- Little or no control of grammar and syntax, which interferes significantly with comprehension.
- Pervasive errors in orthography, accents, punctuation, and paragraphs.

0 UNACCEPTABLE

Contains nothing that earns credit

- Mere restatement of the prompt.
- Not in Italian.
- Blank.

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2007 SCORING GUIDELINES

Speaking: Story Narration

- | | | |
|----------|------------------|---|
| 6 | EXCELLENT | <p>Demonstrates excellence in presentational speaking</p> <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 | <p>Suggests excellence in presentational speaking</p> <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 | <p>Demonstrates competence in presentational speaking</p> <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 | <p>Suggests minimal competence in presentational speaking</p> <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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2007 SCORING GUIDELINES

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. |

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Speaking: Conversation

- | | | |
|----------|------------------|---|
| 6 | EXCELLENT | Demonstrates excellence in interpersonal speaking <ul style="list-style-type: none">• Response directly addresses the prompt and provides a very thorough and appropriate answer.• Rich vocabulary and idioms.• Excellent use of 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 interpersonal speaking <ul style="list-style-type: none">• Response directly addresses the prompt and provides a thorough and appropriate answer.• Appropriate vocabulary and idioms.• Very good use of 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 interpersonal speaking <ul style="list-style-type: none">• Response directly addresses the prompt and provides an appropriate answer.• Mostly appropriate vocabulary and idioms, with minimal interference from another language.• 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 interpersonal speaking <ul style="list-style-type: none">• Response directly addresses the prompt and provides a basic but appropriate answer.• Limited vocabulary and idioms, with intermittent interference from another language.• 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: Conversation (continued)

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|----------|---------------------|---|
| 2 | WEAK | <p>Suggests lack of competence in interpersonal speaking</p> <ul style="list-style-type: none">• Response directly addresses the prompt and provides an appropriate but incomplete answer.• Limited vocabulary and idioms, with frequent interference from another language.• 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 interpersonal speaking</p> <ul style="list-style-type: none">• Response provides a partially appropriate answer to the prompt.• 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">• Mere restatement of the prompt.• Clearly does not respond to the prompt; “Non so” or equivalent.• Not in Italian.• Blank (although recording equipment is functioning) or mere sighs. |