

**AP[®] ITALIAN LANGUAGE AND CULTURE
2006 SCORING GUIDELINES**

Speaking Conversation

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|----------|------------------|---|
| 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. |

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Speaking: Conversation

Note: In transcriptions of student responses, two dots indicate a pause.

Overview

The task tests the ability to engage in spoken conversation. It comprises a statement identifying an interlocutor and conversation topic, a practice question, and five scored questions. The student is allotted 20 seconds to speak at each turn in the conversation. Each of the five responses receives a holistic score based on the criteria outlined in the task directions; all five scores count equally in calculating the total score.

Students are scored on their ability to respond to each question fully and appropriately and to express themselves fluently and correctly. Credit is deducted if the answer is too short.

This year's conversation task contained a series of exchanges with an Italian journalist concerning the study of languages. The first four questions asked why it is important to study another language, why the student decided to study Italian instead of another language, which aspects of Italian culture interest the student most, and if the student could study in Italy, where would he or she go? Finally, the student was instructed to ask the journalist some questions about his experience with other languages.

Conversation 1

Sample: UU

Score: 6

This response directly replies to the prompt. The student uses a wide variety of vocabulary and idioms (“*è importante che noi, um, studiam, studiamo*”; “*noi possiamo usare la lingua per il lavoro*”), and minimal grammatical and syntactical errors do not interfere with the flow of the answer. The student demonstrates excellent fluency and pronunciation.

Sample: CC

Score: 4

The student answers the questions directly and appropriately but without elaboration. The vocabulary is appropriate; there are few idioms. There is no evidence of interference from another language. The one grammatical error (“*voglia*” for *vuole*) does not interfere with listener comprehension. Fluency, though characterized by some hesitation, is satisfactory.

Sample: KK

Score: 2

The student demonstrates a limited use of vocabulary and idioms in this response. There are numerous grammatical errors (“*è importante for, per i studenti alla studia italiano*”) that occasionally interfere with comprehension. The pronunciation is unclear (student is chewing gum, loudly).

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Conversation 2

Sample: MM

Score: 6

This is a perfectly appropriate and well-developed response. The student shows excellent command of vocabulary and grammar (“*la mia famiglia lo parla*”). On at least three occasions, there is sophisticated use of the *passato remoto* (“*quando fu in Italia lo parlai e l’imparai*”). Excellent fluency is enriched by a good accent and pronunciation.

Sample: UU

Score: 4

This appropriate response directly answers the prompt. There is appropriate use of vocabulary and idioms. Minimal errors are found in grammar and syntax (“*ho vogliato*”), but they present little interference with comprehension. The student’s pronunciation is comprehensible.

Sample: JJ

Score: 1

This response is only marginally appropriate to the prompt; in fact, insufficient vocabulary and idioms make the response very weak. In the only sentence verbalized, the student uses the infinitive (“*studiare*”) instead of the third person plural present tense. The pronunciation is understandable.

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Conversation 3

Sample: OO

Score: 6

This thorough and appropriate response expands on the point with concrete examples. The student uses complex syntactical structures (“*l’aspetto che mi piace, mi interessa molto della cultura italiana è . . . l’arte*”). There are minor errors of gender (“*tanti persone importanti*”) and agreement (“*molte opere d’arte bellissimi*”).

Sample: CC

Score: 4

This is an appropriate response to the prompt. However, the student mistakenly repeats some of the language from the prompt (“*mi interessano di più*”) since he keeps the plural verb for his singular subject. The response is not thorough. There are minimal errors in grammar and syntax, but these have no impact on comprehension. The student demonstrates satisfactory fluency, though there are instances of repetition and hesitation at the end. Pronunciation is comprehensible.

Sample: III

Score: 1

This incomplete response is not clearly related to the prompt. The student demonstrates a minimal control of grammar and vocabulary (“*mio parte preferito,*” “*conosco*” for *so*, “*da il persone importante*”). Delivery is halting, and there are long gaps in the response.

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Conversation 4

Sample: YY

Score: 6

The content of the response is very sophisticated, appropriate, and well elaborated. There are occasional errors in complex structures (“*se potrei . . . vorrei*,” “*piacerebbe*” without *mi*) and grammar (“*in Firenze*”). The student demonstrates excellent fluency and very good pronunciation.

Sample: DD

Score: 3

This response is generally appropriate, but it is incomplete. There is some interference from another language. Along with several grammatical errors (“*Posso andare*” instead of *vorrei andare*; “*fa molto, molti cosi per fare*”). The pronunciation and expression are somewhat labored.

Sample: JJ

Score: 1

This is only a partially appropriate response; it includes information that is irrelevant and incoherent (“*buffo padrone*”). Vocabulary and idioms are insufficient and inaccurate, and phrases are missing verbs (“*perché molto bella città*”). The prepositions are incorrect, and there is a lack of agreement between nouns and adjectives. Despite labored expression, the student finishes quickly. Pronunciation is acceptable.

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Conversation 5

Sample: OO

Score: 5

This is a very good response that suggests excellence in interpersonal speaking. It directly addresses the prompt and provides a thorough proper answer with appropriate vocabulary and idioms. The student uses the correct register (“*E, Lei, di, uh, che altre lingue parla?*” “*Uh, sto sicura che va a altre paese*”). There is very good use of grammar and syntax with occasional errors in complex structures (“*è necessario che parla*”). While the response demonstrates very good fluency and a relatively smooth and continuous pace, occasional repetition and hesitation kept this response from achieving a score of 6.

Sample: CC

Score: 3

The response to the prompt is appropriate but basic. The vocabulary is adequate and shows no discernible interference from another language. Although the student attempts to use the formal register, this is followed with an informal subject pronoun (“*Scusi, Signore, che pensa ti*”). The student makes errors in contracted prepositions (“*degle giovani*”). Fluency is adequate, and pronunciation is good.

Sample: III

Score: 0

This response contains a fairly coherent sentence (“*La lingua straniera mi piace studiare, eh, . . . era, era, um, Gre, Greca perché mi . . . genitori è da Grecia. So, mi piace*”). Nevertheless, the student shows little control of grammar and syntax (“*mi . . . genitori è da Grecia*”), and the expression is very labored. In spite of some linguistic resources, the response does not accomplish the task set out by the prompt (ask the journalist a question), and therefore it received a 0.