

AP[®] ITALIAN LANGUAGE AND CULTURE

2008 SCORING GUIDELINES

Speaking: Story Narration

- 6 EXCELLENT** **Demonstrates excellence in presentational speaking**
- 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**
- 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**
- 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**
- 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)

- 2 WEAK** **Suggests lack of competence in presentational speaking**
- 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** **Demonstrates lack of competence in presentational speaking**
- 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** **Contains nothing that earns credit**
- 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: Story Narration

Note: Student speaking samples are quoted verbatim and may contain grammatical errors. In the transcriptions of students' speech, two dots indicate a pause.

Overview

This task assesses the ability to narrate orally an informal story containing a beginning, middle, and end. It consists of 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.

Students must narrate a complete story, based on the pictures, as if they 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 four young people preparing to go on a skiing trip. Once at their destination, one of them, obviously inexperienced, is chagrined and somewhat clumsy. However, it is one of the experienced skiers who falls and breaks his skis. In the last panel, both skiers are watching the others from inside the ski lodge.

Sample: JM

Score: 6

Quattro amici da Torino hanno decisa di andare in vacanza a Svizzera per sciare. Allora . . . ci s . . . uh . . . dato . . . uh due del . . . degli amici potevano sciare ma Carlo e Giovanni . . . uh . . . non potevano . . . uh . . . comunque hanno detto che . . . uh . . . potevano sci . . . sciare. E allora . . . uh . . . mentre . . . uh . . . sci . . . sciando . . . uh . . . da . . . uh . . . giù la montagna Carlo . . . uh . . . uh . . . è caduto e poi ha rotto . . . si è . . . si è ro . . . si è rotto la gamba . . . uh . . . Questo che sarebbe stato un buon'idea di rimanere a Torino per questi . . . uh . . . per Giovanni dato che non può sciare ma ha . . . ha deciso di andare a . . . uh . . . in Svizzera . . . uh . . . i . . . è deciso di andare in Svizzera. Allora i du . . . agli . . . i due amici che no che non potevano sciare hanno deciso di ritornare . . . uh . . . all'albergo dove hanno . . . uh . . . bevuto del c . . . uh . . . caf . . . uh . . . degli caf . . . dei caffellatti. Allora tra il dire e il fare c'è di mezzo il mare. E . . . uh . . . i . . . io penso che dato che . . . uh . . . no . . . lui non . . . uh . . . p . . . poteva sciare, Giovanni . . . uh . . . doveva aver rima . . . rimasto a Torino . . . uh . . . Ma . . . uh . . . p . . . pe . . . uh . . . penso che . . . uh . . . avendo prova . . . uh . . . prova . . . cioè . . . provato di sciare, lui diserve un senso di . . . uh . . . um . . . rispetto . . . uh . . . Allora . . . um . . . hanno . . . uh . . . uh . . . la vacanza è piaciuto a Giovanni e Carlo . . . um . . . a dispetto che no hanno deciso di non sciare . . . per uh . . . i . . . gli ultimi giorni perchè potevano rimanere nell'albergo . . . um . . . con un caffè e la televisione . . . e . . . um . . . [beep] si sono divertiti molto.

This very detailed narration includes a beginning, middle, and end that tell a logical and complete story consistent with the stimulus. The rich vocabulary and idioms include both a proverb (“*tra il dire e il fare c'è di mezzo il mare*”) and good examples of self-correction (“*ha rotto . . . si è . . . si è ro . . . si è rotto*”). There is excellent use of transitional elements (“*allora*,” “*comunque*,” “*dato che*,” “*a dispetto che*”), with minimal errors in complex structures—for example, incorrect verb conjugation (“*doveva aver rima . . . rimasto*”). Overall, the student demonstrates excellent fluency with few pronunciation errors.

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Speaking: Story Narration (continued)

Sample: K

Score: 4

El inverno Federica, Maria, Giacomo e Carlo decidono di andare in v . . in vacanza per un weekend nelle montagne. Tutti portano le cose per . . mettere nell'albergo. E Carlo guida la macchina. Quando arrivano all'albergo decidono di andare a sciare. Tutti sanno come sciare ma Carlo non sa. Maria dice: Vieni Carlo. Ti insegnerò. Ma Carlo ha paura. Non ha mai sciato. Carlo cominciare di scendere la montagna, ma li picchia una persone. È caduta nella neve. Carlo ha fatto male ai suoi piedi. E dici . . ha deciso di andare nell'albergo. Carlo prende un cioccolato caldo e decido di . . guardare gli altri. Mentre lui sta guardando, . . uh . . Maria e Giacomo cominciano di scendere la montagna. O Dio, Carlo dice. Spero che un giorno posso sciare! Forse la prossima vacanza . . o forse domani.

This narration tells a story that is consistent with the stimulus. There is mostly appropriate vocabulary (“vacanza,” “sciare,” “albergo,” “neve”), but some elements are inappropriate owing to incorrect verb selection (“picchia”) and incorrect use of gender (“cioccolato”). In addition, there is minimal interference from another language (“El”). The response contains some transitional elements (“Quando,” “ma”) and is characterized by a generally sound use of grammar and syntax (“Quando arrivano all'albergo decidono di andare a sciare”), with minimal errors in basic grammar and syntax, such as lack of subject–verb agreement and incorrect preposition choice (“Carlo cominciare di scendere la montagna”) and incorrect verb conjugation (“Carlo prende un cioccolato caldo e decido di . . guardare gli altri”). The fluency is satisfactory, although characterized by a somewhat inconsistent pace. There are frequent pronunciation errors, but the response does not require special listener effort.

Sample: CO

Score: 2

Un giorno duranta l . . la dicembre, Marco e suoi amici vogliono . . ha . . hanno voluto andare al montagna a sciare. Ma Marco non ha sciare . . uh . . Quando arri . . ha arrivato al montagna, Marco non conosc . . non ho conoscono a sciare. Quando hanno andato . . sono . . sono andati al montagna, Mario [sic] cadere ha caduto al montagna. Lui ha dica: dove andiamo? Adesso lui ha visto su . . suo amico . . uh . . Luigi a cadere anche. Quando è arrivata . . a . . al bottom, lui e Luigi ha . . andat . . hanno . . sono andati al . . casa. Loro ha bevuto hanno bevuto i caffè e hanno visto

This narration is complete although, at times, difficult to follow (the protagonist’s name changes from “Marco” to “Mario,” for example). Vocabulary and idioms are limited, with interference from another language (“bottom”). In addition, there is minimal use of transitional elements (“Un giorno,” “Ma,” “Quando”) and little control of grammar and syntax: lack of the definite article with a possessive adjective (“Marco e suoi amici”); unnecessary use of the auxiliary verb *avere* and failure to conjugate the verb *sciare* (“Ma Marco non ha sciare”); incorrect use of the auxiliary *avere* with the *passato prossimo* and incorrect use of an articulated preposition (“ha arrivato al montagna”); and unnecessary use of *avere* and incorrect use of the verb *conoscere* (“non ho conoscono a sciare”). The expression is labored and filled with hesitation. Although the pronunciation is comprehensible, it requires constant listener effort.