

AP[®] ITALIAN LANGUAGE AND CULTURE

2007 SCORING GUIDELINES

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. |

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Speaking: Conversation

Note: In the transcriptions of students' speech, two dots indicate a pause.

Overview

This task evaluates students' ability to engage in spoken conversation. It comprises a statement identifying an interlocutor and conversation topic, a practice question, and five scored questions. Students are given 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 direction; 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 sequence contained a series of exchanges with an Italian scientist about environmental problems. The first four questions asked: (1) what the most important environmental problem is; (2) what the student does to protect the environment; (3) whether the student's friends worry about the environment and why; and (4) what initiative the student would propose to protect the environment. Finally, the student was instructed to ask the scientist for help in writing an article about a particular environmental problem.

Conversation 1

Sample: AA

Score: 6

Le persone di oggi usano troppo carta e plastico e non sanno che c'è un problema. E questo è il problema più grande senza dubbio. E che nessuno vuol . . uh . . vuole fare . .

This is a very thorough and appropriate response. There is excellent use of grammar, with minimal errors ("troppo carta e plastico"). The vocabulary presents minor issues ("senza dubbio," "plastico"). There are no discernible pronunciation errors, and the pacing is good.

Sample: KK

Score: 3

La problema è oggi le gente inquina . . inquina . . inquinano nel ambiente e non riciclare.

This response addresses the prompt and provides an appropriate answer. There is a good choice of vocabulary ("riciclare"), with occasional errors in grammar ("La problema," "le gente . . inquinano," "e non riciclare") and lack of a conjunction. The fluency is laced with inconsistent pacing.

Sample: F

Score: 1

Noi abbiamo enviromentale problemo perché . . uh . . piccolo "care" per enviroment . . tale.

This response provides a partially appropriate answer to the prompt. The vocabulary is insufficient, and there is discernible interference from another language. The response shows little control of grammar and syntax; expression, characterized by hesitation and gaps, is labored.

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Conversation 2

Sample: JJ

Score: 5

Eh, non uso la macchina, uso il . . eh . . trasporto pubblico come eh . . umh . . leem . . il "subway" o vado con altri persone che vanno con la macchina ma, io non guido.

This response directly addresses the prompt and provides a thorough and appropriate answer. There is excellent use of grammar, with only occasional interference from another language, and vocabulary is appropriate. Overall, the response shows very good fluency, with some hesitation as the student searches for vocabulary, and minimal pronunciation errors.

Sample: BBB

Score: 3

Uh . . credo che possa ahh . . trattare a fermare . . uhm . . la gente che inquina con . . uhm . . i cercoli de i ambie . . ambielist . . ambientalista e explicherò . .

This response addresses the prompt and provides a basic yet suitable answer, using vocabulary that is mostly appropriate, though there is intermittent interference from another language. There is some hesitation in the response, but the control of grammar is good, with an attempt to use more complex structures.

Sample: XX

Score: 2

Cosa fai per salvare l'ambiente è riciclare.

This response provides a partially appropriate answer to the prompt. However, vocabulary is insufficient, and control of grammar, although it does not actually interfere with comprehension, is minimal.

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Conversation 3

Sample: ZZ

Score: 6

Si che si preoccupano, però non troppo, perché viviamo in un . . . uhm . . . uno stile, un ambiente eh . . . scolastico e quindi non ci sono tanti problemi nella scuola, nel liceo, quindi non siamo, non siamo fuori, non vediamo tanto.

The response directly addresses the prompt and provides a very thorough and appropriate answer, using rich vocabulary and excellent grammar and syntax. The response is smooth and continuous, with excellent fluency, no repetition, and little hesitancy.

Sample: YY

Score: 4

I miei amici non si preoccupano de l'inverimento perché anche lei vogliono guidare, non vogliono aiutare per niente con "neabi" [?].

The response directly addresses the prompt and provides an appropriate answer. Vocabulary is mostly appropriate with some interference from another language. There are minimal errors in basic grammar, but these do not impede comprehension. The response shows satisfactory fluency without hesitation.

Sample: C

Score: 2

I miei amici so . . . si preoccupavano perché nel millenovecento . . . uhm . . . no, nel duemile . . . uhm . . . quaranta il mondo era, no, il mondo sarà . . . uhm . . .

The response makes an attempt at answering the question, but it is incomplete. There is some indication of grammar control, although it is not clear, and there is considerable hesitation as the student tries to gather thoughts. Pronunciation is good.

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Conversation 4

Sample: RR

Score: 6

Io direi che non possiamo continuare a togliere tutti l'arbole che sono qui e non possiamo continuare a praticare i prodotti di cosmetogia sulle animali perché non è, è, un . . umane, però . .

This articulate and thorough response contains excellent content and rich vocabulary (although “*cosmetogia*” is used instead of *cosmetologia*). Grammar and syntax are also excellent, with no errors in complex structures. Although there is minimal interference from another language (“*arbole*”), fluency is very good and the pace continuous, with only minimal pronunciation errors.

Sample: JJ

Score 4

Se io potessi propone un iniziativa per risolvere l'ambiente sarà di . . di fermare l'uso della macchina, di usare . .

This response demonstrates competence in interpersonal speaking. It directly addresses the prompt and provides an appropriate answer (“*fermare l'uso della macchina*”). Vocabulary is mostly appropriate. The minimal errors in basic grammar and syntax do not interfere with comprehension. The response is fluent, despite some repetition and hesitation. Pronunciation does not require special effort on the part of the listener.

Sample: AAA

Score: 2

Potrei aiutare l'Italia fare molti case per le persone.

This brief response provides a partially appropriate answer to the prompt (“*fare molti case*”), but the vocabulary is insufficient. There is minimal grammar and syntax, with one error (“*aiutare l'Italia fare*”), although the student does use the conditional mode (“*Potrei*”).

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Conversation 5

Sample: ZZ

Score: 6

Per favore, signore esperto, mi potrebbe aiutare a scrivere un saggio sull'effetto serra? Le chiedo perché m'interessa tantissimo questo . . eh . . questo tema, grazie!

This response directly addresses the prompt and provides a very thorough and appropriate answer, using rich vocabulary (“*effetto serra*”). Grammar and syntax are excellent, with only minimal errors in complex structures (“*Le chiedo*” instead of “*Glielo chiedo*”). Excellent fluency, smooth and continuous pacing, no repetition, and good pronunciation earned this response a 6.

Sample: MM

Score: 4

Ciao! Voglio aiuto per . . uh . . scrivere un articolo. Uh . . voglio sapere che pensi che iuta a la “venta” . . ah . . che sarebbe una buona idea e come la gente puote aiutare.

The response directly addresses the prompt and provides an appropriate answer. The vocabulary is mostly appropriate, with minimal interference from another language. The use of grammar is good, although the student uses the familiar in formulating the question. The level of fluency is satisfactory, but there are some pronunciation errors.

Sample: CCC

Score: 2

Um . . mi po . . mi posso aiutare in . . ah . . in fare . . in fare . . in fare qualche cosa per il ambiente. Mio penso che lei è una esperta . .

The response presents an attempt to answer the prompt. However, there is very limited vocabulary and almost no control of grammar and syntax (“*mi posso*,” “*aiutare in . . fare*,” “*mio penso*”). Very labored expression and hesitations make the response difficult to understand.