

# AP<sup>®</sup> ITALIAN LANGUAGE AND CULTURE

## 2007 SCORING GUIDELINES

### Speaking: Story Narration

- |          |                  |   |
|----------|------------------|---|
| <b>6</b> | <b>EXCELLENT</b> | <p><b>Demonstrates excellence in presentational speaking</b></p> <ul style="list-style-type: none"><li>• Narration includes a thorough and detailed beginning, middle, and end that tell a logical and complete story consistent with the stimulus.</li><li>• Rich vocabulary and idioms.</li><li>• Excellent use of transitional elements, grammar, and syntax, with minimal errors in complex structures.</li><li>• Excellent fluency; smooth and continuous pace; virtually no repetition or hesitancy.</li><li>• Minimal pronunciation errors.</li></ul>  |
| <b>5</b> | <b>VERY GOOD</b> | <p><b>Suggests excellence in presentational speaking</b></p> <ul style="list-style-type: none"><li>• Narration has a beginning, middle, and end that tell a logical and complete story consistent with the stimulus.</li><li>• Appropriate vocabulary and idioms.</li><li>• Very good use of transitional elements, grammar, and syntax, with occasional errors in complex structures.</li><li>• Very good fluency; relatively smooth and continuous pace; occasional repetition and hesitation.</li><li>• Occasional pronunciation errors.</li></ul>   |
| <b>4</b> | <b>GOOD</b>      | <p><b>Demonstrates competence in presentational speaking</b></p> <ul style="list-style-type: none"><li>• Narration tells a story consistent with the stimulus, with some minor inconsistencies in its logical progression from beginning to end.</li><li>• Mostly appropriate vocabulary and idioms, with minimal interference from another language.</li><li>• Some use of transitional elements; minimal errors in basic grammar and syntax, which interfere minimally with comprehension.</li><li>• Satisfactory fluency; inconsistent pace; intermittent repetition and hesitation that may interfere with comprehension.</li><li>• May include frequent pronunciation errors but does not require special listener effort.</li></ul> |
| <b>3</b> | <b>ADEQUATE</b>  | <p><b>Suggests minimal competence in presentational speaking</b></p> <ul style="list-style-type: none"><li>• Narration tells a story consistent with the stimulus, with several inconsistencies in its logical progression from beginning to end.</li><li>• Limited vocabulary and idioms, with intermittent interference from another language.</li><li>• Occasional use of transitional elements; occasional errors in basic grammar and syntax, which interfere with comprehension.</li><li>• Minimal fluency; inconsistent pace; intermittent repetition and hesitation that interfere with comprehension.</li><li>• Pronunciation is comprehensible but may require frequent listener effort.</li></ul>                              |

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### Speaking: Story Narration (continued)

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| <b>2</b> | <b>WEAK</b>         | <p><b>Suggests lack of competence in presentational speaking</b></p> <ul style="list-style-type: none"><li>• Response characterized by description or listing; may be difficult to follow or inconsistent with stimulus.</li><li>• Limited vocabulary and idioms, with frequent interference from another language.</li><li>• Minimal or no use of transitional elements; numerous errors in basic grammar and syntax, which interfere with comprehension.</li><li>• Labored expression; frequent repetition, hesitation, or long gaps.</li><li>• Pronunciation is comprehensible but may require constant listener effort.</li></ul> |
| <b>1</b> | <b>VERY WEAK</b>    | <p><b>Demonstrates lack of competence in presentational speaking</b></p> <ul style="list-style-type: none"><li>• Response incomplete and difficult to follow; may be inconsistent with stimulus.</li><li>• Insufficient, inappropriate vocabulary and idioms; constant interference from another language.</li><li>• Little or no control of grammar and syntax, which interferes significantly with comprehension.</li><li>• Very labored expression; constant repetition, hesitation, or long gaps.</li><li>• Pronunciation may require intense listener effort.</li></ul>  |
| <b>0</b> | <b>UNACCEPTABLE</b> | <p><b>Contains nothing that earns credit</b></p> <ul style="list-style-type: none"><li>• Clearly irrelevant to the stimulus; “Non so” or equivalent.</li><li>• Not in Italian.</li><li>• Blank (although recording equipment is functioning) or mere sighs.</li></ul>   |

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## Speaking: Story Narration

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

### Overview

This task assesses the ability to narrate orally an informal anecdote, containing a beginning, middle, and end. It is composed of a series of pictures that depict a story. Students are allotted two minutes to prepare the narration and two minutes to tell the story. The response receives a single holistic score based on the criteria outlined in the task directions. Students must create a complete story, based on the pictures, as if they were relating the events to a friend. Scoring is based on the following factors: fluency, ability to narrate, grammatical accuracy, range of vocabulary, pronunciation, and completeness of the response.

This year's picture sequence showed a group of four young people planning a trip to the Parco Nazionale d'Abruzzo. They pack their car; set up camp; and get into their tent to read, listen to music, and sleep. When they wake up the next morning, their car and camping equipment are damaged. They imagine that this is the result of wild animals, so they decide to go to the Pensione Abruzzo.

### Sample: AA

#### Score: 6

*Era l'estate e facevo bel tempo. Non c'era lavoro e quindi quattro amici hanno deciso di andare al Parco Nazionale d'Abruzzo per una gita fuori e piena di avventura. Gli amici hanno portato la bicicletta, la cosa per pescare e poi sono andati in macchina alle montagne per la loro gita. Quando sono arrivati hanno cucinato il, la cena fuori nelle montagne era molto bella fuori. Poi, quella notte hanno ha . . dormito fuori sotto le stelle. Uno degli amici leggeva mentre due dormivano e uno sognava del sole e di andare in bicicletta. La prossima mattina quando si sono a . . alzati ha, hanno visto che tutto e, era rotto e c'era durante la notte, un orso e un lupo forse, non sapevo che è successo. Quindi i quattro amici sono andati a un albergo nel Parco Nazionale d'Abruzzo per rimanere dentro con i letti e senza gli animali e con un cucina, e i bagni e un posto certo un po' più comodo e quando . .*

This narration has a beginning, middle, and end that tell a logical and complete story consistent with the stimulus. The vocabulary is appropriate (“stelle”), and there is a very good use of transitional elements (“Quindi,” “Quando,” “mentre,” “certo”). Grammar and syntax are used very well, with only a few mistakes in subject-verb agreements. Fluency is good, and the pace is smooth and continuous. There are occasional errors in pronunciation.

### Sample: L

#### Score: 4

*Questo racconto . . ha luogo alla casa di Gregorio e Riccardo. Gli amici di Gregorio e Riccardo si chiamano Carlo e Lucia. Tutti hanno diciassette anni e adesso vanno fuori per una vacanza. Va a macchi, vanno a macchina e portano le cose come lo zaino, la bicicletta e l'altre cose. Quando arrivano fuori alle montagne mangiano molti cibi e . . e dor, dormono fuori. Quando dormono, han, tutti hanno i sogni di la vacanza, della vacanza . . ma quando si alzano . . un orso ha venuto e le sue cose sono rotto perché l'orso ero, era grande e orribile. Ma due giorni prossima ritorna, ritornan, ritornano a casa e . .*

This story narration is complete, with some minor flaws (the conclusion is not consistent with the stimulus). Vocabulary does not show interference from another language and is mostly appropriate, and there is good use of an idiom (“ha luogo”). The grammar exhibits some errors (“vanno a macchina,” “ha venuto,” “le sue cose sono rotto”), but there is good use of transitional elements (“Quando,” “due giorni

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## Speaking: Story Narration (continued)

*prossima,* “*adesso*”). The student also makes some attempt at self-correction (“*va a*” to “*vanno a*,” “*di la vacanza*” to “*della vacanza*,” “*l’orso ero*” to “*l’orso era*”). Satisfactory fluency requires no special effort on the part of the listener.

### Sample: T

Score: 1

*Oggi è sei a lugli, luglio di estate. Paolo e su, sua famiglia vuole andare al parco. Nel parco vuole campaggio. Paolo e sua famiglia porta la bicicletta, il cibo e la tenta per il campaggio . . Dopo, ah . . de cucinare . . il la cen . . e dopo le . . [long pause] dopo le . . giocare con le bicicletta e va, va a restare . .*

This is a limited and incomplete narration. There are some attempts at expanding basic vocabulary (“*campaggio*” for *campeggio*, “*tenta*” for *tenda*), but there is only one transitional element (“*dopo*”), used twice. There are numerous errors in basic grammar and syntax, indicating little control of grammar (missed agreements between subjects and verbs). Minimal fluency is characterized by long gaps and labored speech.