AP® Italian Language and Culture

2020 Scoring Guidelines

Task 1

Interpersonal Speaking: Conversation

5: STRONG performance in Interpersonal Speaking
• Maintains the conversation with a series of responses that is clearly appropriate within the context of the task.
• Provides relevant information (e.g., responses to questions, statement and support of opinion) with frequent elaboration.
• Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility.
• Varied and appropriate vocabulary and idiomatic language.
• Accuracy and variety in grammar, syntax, and usage, with few errors.
• Mostly consistent use of register appropriate for the conversation.
• Pronunciation, intonation, and pacing make the response comprehensible; errors do not impede comprehensibility.
• Clarification or self-correction (if present) improves comprehensibility.

4: GOOD performance in Interpersonal Speaking
• Maintains the conversation with a series of responses that is generally appropriate within the context of the task.
• Provides mostly relevant information (e.g., responses to questions, statement and support of opinion) with some elaboration.
• Fully understandable, with some errors that do not impede comprehensibility.
• Varied and generally appropriate vocabulary and idiomatic language.
• General control of grammar, syntax, and usage.
• Generally consistent use of register appropriate for the conversation, except for occasional shifts.
• Pronunciation, intonation, and pacing make the response mostly comprehensible; errors do not impede comprehensibility.
• Clarification or self-correction (if present) usually improves comprehensibility.

3: FAIR performance in Interpersonal Speaking
• Maintains the conversation with a series of responses that is somewhat appropriate within the context of the task.
• Provides mostly relevant information (e.g., responses to questions, statement and support of opinion).
• Generally understandable, with errors that may impede comprehensibility.
• Appropriate but basic vocabulary and idiomatic language.
• Some control of grammar, syntax, and usage.
• Use of register may be inappropriate for the conversation with several shifts.
• Pronunciation, intonation, and pacing make the response generally comprehensible; errors occasionally impede comprehensibility.
• Clarification or self-correction (if present) sometimes improves comprehensibility.

2: WEAK performance in Interpersonal Speaking
• Partially maintains the conversation with a series of responses that is minimally appropriate within the context of the task.
• Provides some relevant information (e.g., responses to questions, statement and support of opinion).
• Partially understandable, with errors that force interpretation and cause confusion for the listener.
• Limited vocabulary and idiomatic language.
• Limited control of grammar, syntax, and usage.
• Use of register is generally inappropriate for the conversation.
• Pronunciation, intonation, and pacing make the response difficult to comprehend at times; errors impede comprehensibility.
• Clarification or self-correction (if present) usually does not improve comprehensibility.

1: POOR performance in Interpersonal Speaking
• Unsuccessfully maintains the conversation by providing a series of responses that is inappropriate within the context of the task.
• Provides little relevant information (e.g., responses to questions, statement and support of opinion).
• Barely understandable, with frequent or significant errors that impede comprehensibility.
• Very few vocabulary resources.
• Little or no control of grammar, syntax, and usage.
• Minimal or no attention to register.
• Pronunciation, intonation, and pacing make the response difficult to comprehend; errors impede comprehensibility.
• Clarification or self-correction (if present) does not improve comprehensibility.

0: UNACCEPTABLE performance in Interpersonal Speaking
• Mere restatement of language from the prompts
• Clearly does not respond to the prompts; completely irrelevant to the topic
• "I don't know," "I don't understand," or equivalent in English
• Clearly responds to the prompts in English

NR (No Response): BLANK (no response although recording equipment is functioning)

AP® ITALIAN LANGUAGE AND CULTURE
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Task 2

Presentational Speaking: Cultural Comparison

Clarification Notes:
The term "community" can refer to something as large as a continent or as small as a family unit.
The phrase "target culture" can refer to any community, large or small, associated with the target language.

5: STRONG performance in Presentational Speaking
• Effective treatment of topic within the context of the task.
• Clearly compares the target culture with the student's own or another community, including supporting details and relevant examples.
• Demonstrates understanding of the target culture, despite a few minor inaccuracies.
• Organized presentation; effective use of transitional elements or cohesive devices.
• Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility.
• Varied and appropriate vocabulary and idiomatic language.
• Accuracy and variety in grammar, syntax, and usage, with few errors.
• Mostly consistent use of register appropriate for the presentation.
• Pronunciation, intonation, and pacing make the response comprehensible; errors do not impede comprehensibility.
• Clarification or self-correction (if present) improves comprehensibility.

4: GOOD performance in Presentational Speaking
• Generally effective treatment of topic within the context of the task.
• Compares the target culture with the student's own or another community, including some supporting details and mostly relevant examples.
• Demonstrates some understanding of the target culture, despite minor inaccuracies.
• Organized presentation; some effective use of transitional elements or cohesive devices.
• Fully understandable, with some errors that do not impede comprehensibility.
• Varied and generally appropriate vocabulary and idiomatic language.
• General control of grammar, syntax, and usage.
• Generally consistent use of register appropriate for the presentation, except for occasional shifts.
• Pronunciation, intonation, and pacing make the response mostly comprehensible; errors do not impede comprehensibility.
• Clarification or self-correction (if present) usually improves comprehensibility.

3: FAIR performance in Presentational Speaking
• Suitable treatment of topic within the context of the task.
• Compares the target culture with the student's own or another community, including a few supporting details.
• Demonstrates a basic understanding of the target culture, despite inaccuracies.
• Some organization; limited use of transitional elements or cohesive devices.
• Generally understandable, with errors that may impede comprehensibility.
• Appropriate but basic vocabulary and idiomatic language.
• Some control of grammar, syntax, and usage.
• Use of register may be inappropriate for the presentation with several shifts.
• Pronunciation, intonation, and pacing make the response generally comprehensible; errors occasionally impede comprehensibility.
• Clarification or self-correction (if present) sometimes improves comprehensibility.

2: WEAK performance in Presentational Speaking
• Unsuitable treatment of topic within the context of the task.
• Presents information about the target culture and the student's own or another community, but may not compare them; consists mostly of statements with no development.
• Demonstrates a limited understanding of the target culture; may include several inaccuracies.
• Limited organization; ineffective use of transitional elements or cohesive devices.
• Partially understandable, with errors that force interpretation and cause confusion for the listener.
• Limited vocabulary and idiomatic language.
• Limited control of grammar, syntax, and usage.
• Use of register is generally inappropriate for the presentation.
• Pronunciation, intonation, and pacing make the response difficult to comprehend at times; errors impede comprehensibility.
• Clarification or self-correction (if present) usually does not improve comprehensibility.

Presentational Speaking: Cultural Comparison

1: POOR performance in Presentational Speaking
• Almost no treatment of topic within the context of the task.
• Presents information only about the target culture or only about the student's own or another community, and may not include examples.
• Demonstrates minimal understanding of the target culture; generally inaccurate.
• Little or no organization; absence of transitional elements and cohesive devices.
• Barely understandable, with frequent or significant errors that impede comprehensibility.
• Very few vocabulary resources.
• Little or no control of grammar, syntax, and usage.
• Minimal or no attention to register.
• Pronunciation, intonation, and pacing make the response difficult to comprehend; errors impede comprehensibility.
• Clarification or self-correction (if present) does not improve comprehensibility.

0: UNACCEPTABLE performance in Presentational Speaking
• Mere restatement of language from the prompt
• Clearly does not respond to the prompt; completely irrelevant to the topic
• "I don't know," "I don't understand," or equivalent in English
• Clearly responds to the prompt in English

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